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ABSTRACT

The third interim report of a project to develop a prototype competency based training program for the preparation of special education consultants is intended to serve as a dissemination model detailing module topics, competency statements, and competency components of the 13 modules or training packages. Summarized is the history of the project prior to the dissemination phase, and noted is the inclusion in each training package of specifications manuals, trainee's manuals, instructor's manuals, and resource manuals. Also provided are information about the rationale, design, development, and implementation of the dissemination model, and instructions for ordering specific training packages. Outlined are competency statements and components for the following modules; evaluating/curriculum, evaluating/instruction, evaluating/materials and media, advising/communication processes, evaluating/support systems, developing/curriculum, developing/instruction, developing/materials and media, developing/communication processes, developing/support systems, training/instruction, training/materials and media, and advising/curriculum. (DB)

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INTERIM REPORT:
DISSEMINATION PHASE

SPECIAL PROJECT

Prototype Training Program for the Preparation of Curriculum Consultants for Exceptional Children

July 1974

SECTraC

SPECIAL EDUCATION CURRICULUM TRAINING CENTER

Department of Special Education, University of Missouri-Columbia
Project No. 351359 OEG-0-70-4808(603)
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INTERIM REPORT: DISSEMINATION PHASE

Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

July 1974

PROJECT STAFF

Reuben Altman	Project Director
Cheri Howard	Associate Director
Ann Decker	Media Coordinator
Sylvia Allen	Secretary

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Department of Health, Education, and Welfare

U. S. Office of Education
Bureau of Education for the Handicapped
Division of Personnel Preparation

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July, 1974
Columbia, Missouri

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CHAPTER I

INTRODUCTION

This Interim Report is the third to be prepared descriptive of major phases of a Special Project titled Prototype Training Program for the Preparation of Curriculum Consultants for Exceptional Children. This Special Project has been undertaken and carried out through the Special Education Curriculum Training Center (SECTraC) at the University of Missouri - Columbia. The first Interim Report issued in November, 1971 (reprinted January, 1973) detailed the Competency Research Phase and the second Interim Report issued in February, 1973 detailed the Module Specification Phase. This second report included the results of our specification process in terms of competency statements, competency component statements, and behavioral objectives. It was these specifications that served to provide a framework around which our training packages or modules were developed. As noted in this third report, as a function of our experiences in module development, we integrated and revised the specifications reported in the second Interim Report to yield the content of our final 13 modules. The 13 module topics for which we have now developed total training packages are as follows:

#1 . . . Evaluating / Curriculum
#2 . . . Evaluating / Instruction
#3 . . . Evaluating / Materials and Media
#4 . . . Advising / Communication Processes
#5 . . . Evaluating / Support Systems

#6 . . . Developing / Curriculum
#7 . . . Developing / Instruction
#8 . . . Developing / Materials and Media
#9 . . . Developing / Communication Processes
#10 . . Developing / Support Systems
#11 . . Training / Instruction
#12 . . Training / Materials and Media
#13 . . Advising / Curriculum

The third Interim Report: Dissemination Phase is intended to serve two primary functions. First, it documents a dissemination model which not only is descriptive of the processes and products utilized in our dissemination effort, but in addition offers a dissemination model of potential utility to other funded projects producing an array of consumable and nonconsumable project products. It is hoped that this dissemination model will be adopted by others interested in seeing project materials used behond their own agency or University setting and beyond the period of project funding. It is in response to the criticism that the benefits of project products are only reaped by the funded agency or University that this dissemination model has been designed.

The second primary function of this Interim Report is to present the newly revised and final specifications (module topics, competency statements, and competency component statements), defining the content of our 13 training packages. Thus, this Interim Report may also serve as an index to the training packages facilitating retrieval and dissemination of module components to interested consumers.

Chapter II presents a summarization of the history of this Special Project leading to the current dissemination phase. Also included is a brief description of the nature of our training packages comprised of Specifications Manuals, Trainee's Manuals, Instructor's Manuals, and Resource Manuals. Of course, the reader is referred to the earlier Interim Reports for in-depth considerations of earlier project phases.

Chapter III, details information relative to the rationale, design, development, and implementation of the SECTraC dissemination model. Chapter IV presents the module specifications themselves and should be used in requesting specific training packages and parts of training packages in accord with the dissemination model described herein.

CHAPTER II

PROJECT HISTORY

The intent of this chapter is to summarize the development of the SECTraC program and describe the training materials designed to prepare curriculum consultants for Special Education. In order to achieve this objective, this chapter presents each of the several phases of the project and details descriptive information relative to the training manuals. Briefly, this chapter: 1) summarizes the rationale and assumptions underlying the training model; 2) reports our competency research phase; 3) discusses the development of our training modules; and 4) describes the nature of our training packages.

Rationale and Assumptions

At the Columbia Campus of the University of Missouri, we are engaged in the fourth year of a Special Project funded by the Division of Training of the Bureau of Education for the Handicapped in the U.S. Office of Education. This project, identified as SECTraC, an acronym for Special Education Curriculum Training Center, was initiated in 1970 with the purpose of designing a training model for the preparation of curriculum consultants for Special Education. We have since progressed beyond the development of the training model, and have designed and implemented a competency-based training program in module format. The fourth and current year is being devoted specifically to dissemination of project materials.

Our four project years may grossly be designated by the four project functions indicated in Figure 1. The 1970-71 year was primarily devoted to competency generation and organization. This project period has come to be know as our research year, for we utilized a series of field-based empirical procedures to identify 100 competencies intended to represent the curriculum in our training program.

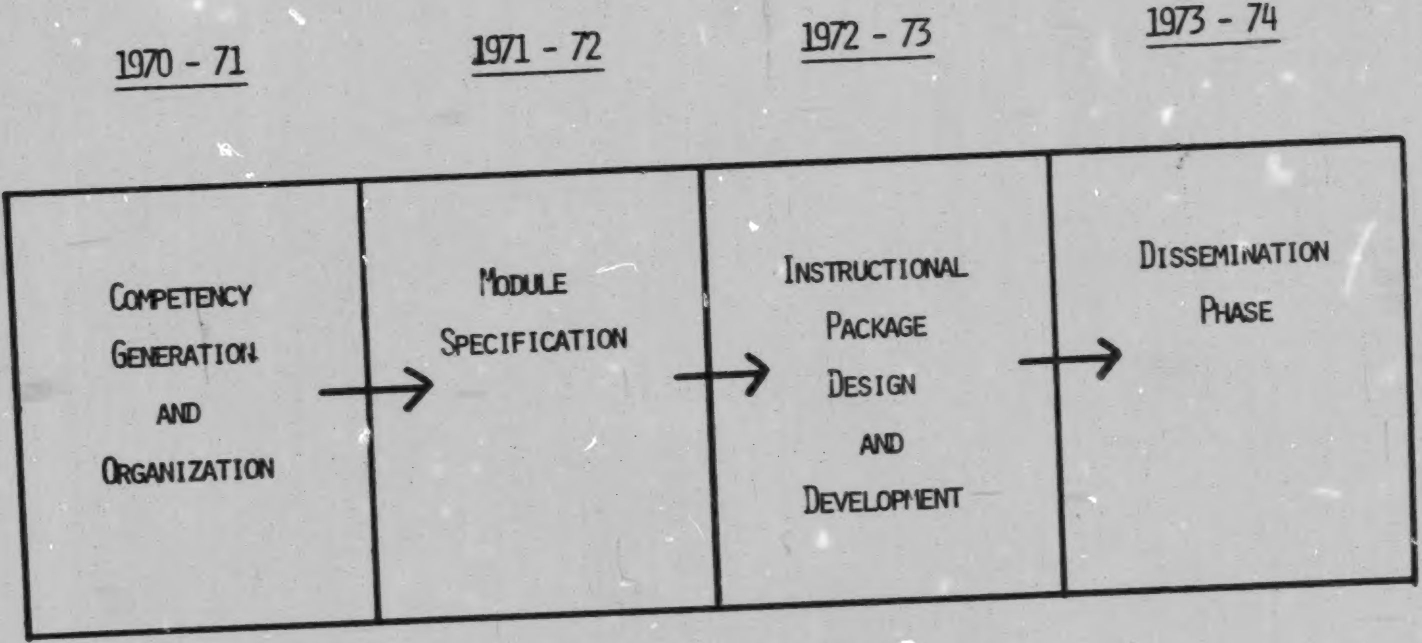
The second major project funtion was our Module Specification Phase. It was during this period of time that we undertook a four-level task analysis designed to refine the specifications of our module topics through competencies and competency components to behavioral objectives. During the third project phase we designed and developed the instructional packages which are now being disseminated during our fourth and final project period.

The developmental procedures reported in this and prior Interim Reports offer an alternative to the more commonly employed intuitive approach to the development of competency-based training programs. We utilized an empirical procedure based on field input to generate, organize, and transform competencies into behaviorally stated objectives.

Despite the generalizability of this training model to the preparation of other professional roles, it is important to bear in mind that our goal was a graduate level training program for curriculum consultants in Special Education. In contrast to providing direct services to children, these consultants are intended to function as

Figure 1-

Four Development Functions



1970 - 71

1971 - 72

1972 - 73

1973 - 74

Competency Generation and Organization → Module Specification → Instructional Package Design and Development → Dissemination Phase support personnel for teachers and administrators in general and special education and are intended to function at the decision making level relative to the education of exceptional children.

For purposes of clarifying our developmental and training models and because considerable variance exists in conceptions relevant to competency based education, we present the following nine principles. These principles guided our development efforts, served to define the nature of our competency based training program, and ultimately determined the nature and content of our training packages.

1) The curriculum is based on specific competencies rather than on general descriptions of content to be taught.

2) The competencies are identified systematically through empirical research rather than being based on assumptions.

3) The emphasis is on situation and process variables instead of an organizational models, such as special classes, resource rooms, and so on.

4) Major consideration is given to determining the appropriate setting for the training of the identified competencies, i.e. campus-based or field-based settings.

5) The mode of instruction is modular in nature and modules are designed for maximum generalizability to training programs at other colleges and universities.

6) Criteria are established for evaluating performance, and trainee performance is the primary vehicle for assessment.

7) Trainees are allowed to specify their own training goals through a non-degree program or with an advanced degree option.

8) Time is a variable rather than a restraint, i.e. trainees progress through modules at a rate commensurate with their ability and time available to them.

9) The role of the faculty member is one of curriculum developer and evaluator; he is an instructor in the sense of facilitating learning rather than disseminating information.

Because several of the terms used in the report (in particular, competency, competency-based, and module) now receiving increased popularity in training and curriculum development programs are not always interpreted uniformly, we present a brief definition of these as they relate to our project.

Competency: A specific skill, ability, and/or area of knowledge essential to the role of a curriculum consultant.

Competency-based training program: A training program in which the competencies to be developed are explicitly stated and student progress is measured in terms of competencies attained rather than courses completed.

Training Module: A plan or set of prescribed experiences designed to prepare trainees to achieve competence in a major task relevant to the role of a curriculum consultant.

Competency Research Phase

The initial task in the development of any competency based training program is the generation of an item pool of competencies.

Two techniques were employed to engender our primary pool of competency statements. First, 30 educators employed in administrative or instructional positions in Iowa, Kansas, and Missouri were interviewed. The interviewees included six special class teachers employed by local districts, six ditrict level special education administrators, two state agency administrators, six consultants to Special Education Instructional Materials Centers, and so on. That is, the interviewees were individuals who intuitively could be assumed knowledgeable of the role to be trained, i.e., a curriculum consultant to Special Education. All interviews were tape recorded and analyzed for competency statements after each session.

Second, an extensive review of the literature from general education, special education, and industry was undertaken. Specific attention was given to: 1) consultant functions independent of professional affiliation, 2) educational consultant functions, 3) special education support service functions, and 4) literature pertaining to performance-based training models.

These interview and literature review efforts resulted in the specification of approximately 400 competencies.

Competency Organization and Generation Model

As a means of organizing the identified competency statements and assessing representativeness of items, the model presented in Figure 2 was designed to serve as a frame of reference. This three dimensional model required that the major functions of a curriculum

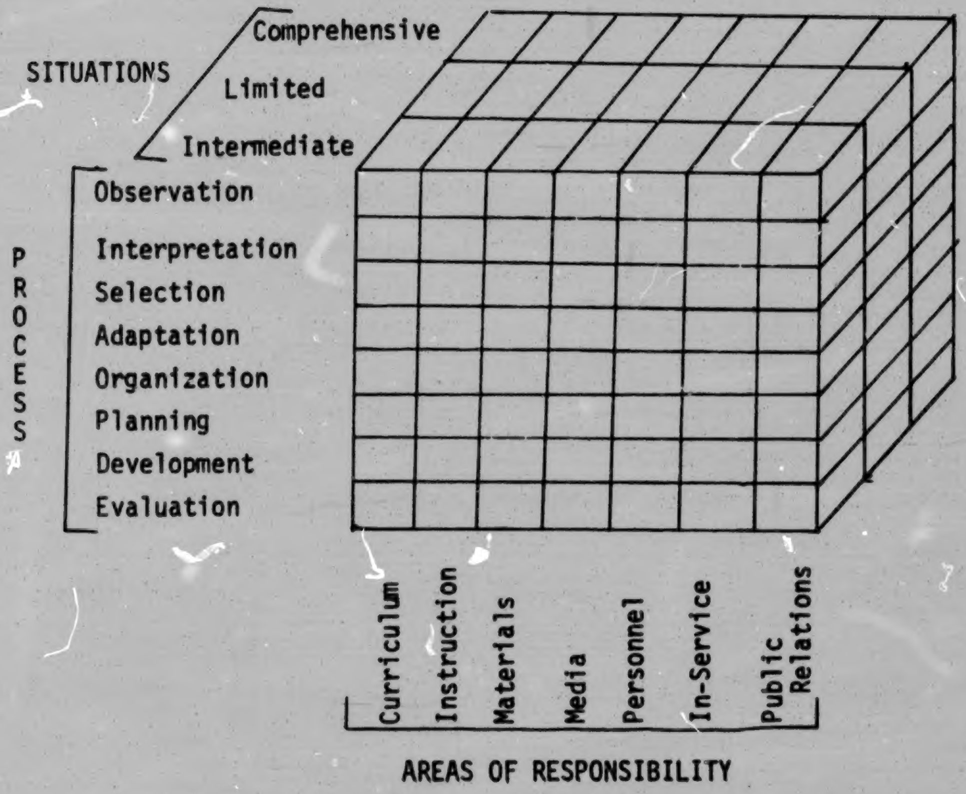

SITUATIONS
Comprehensive
Limited
Intermediate
PROCESS
Observation
Interpretation
Selection
Adaptation
Organization
Planning
Development
Evaluation
Curriculum
Instruction
Materials
Media
Personnel
In-Service
Public Relations
AREAS OF RESPONSIBILITY

Figure 2- Competency organization and generation model.

consultant be viewed from three perspectives:

1) Areas of Responsibility: The variables listed under this domain reflect the general areas in which it was assumed that curriculum consultants would direct their energies. Specifically, these areas of responsibility are: curriculum, instruction, materials, media, personnel, in-service and public relations.

2) Situations: This domain was specified on the assumption that the specific competencies required for a curriculum consultant to function effectively might depend on the particular situation in which he works.

   a) Comprehensive refers to programs which offer an array of special education services. In general, financial and manpower resources are available for curriculum development.

   b) Limited refers to limited local programs: this level is characterized by insufficient special education services and/or limited financial resources. At this level it is assumed that there is a general lack of activity in curriculum development for exceptional children.

   c) Intermediate refers to an Intermediate District: While there may be qualitative differences in this type of program, the major difference is in relation to the organizational structure. An intermediate district typically requires the consultant to work with teachers employed by several local school districts. Under these conditions, the consultant has less control of resources and must be capable of giving leadership to several autonomous local programs.

3) Processes reflect generic skills applicable to most functions of a curriculum consultant. Each process is viewed as a possible determinant for competencies within the realm of each area of responsibility. The eight processes specified in this axis of the model are: observation, interpretation, selection, adaptation, organization, planning, development, and evaluation.

Thus, the model allowed the functions of a curriculum consultant to be viewed from the perspective of the skills required to fulfill the function as well as the different situations in which those functions might be carried out. Each competency generated from the interviews and literature search was assigned to the appropriate cell in the model.

This Competency Organization and Generation Model facilitated:

1) determination of the comprehensiveness of coverage,
2) determination of relevance and/or redundance of competencies, and
3) reduction of the universe of competencies from approximately 400 to 150.

The Pilot Study

The next effort was a pilot study preparatory to the major field test of the identified competencies. Because this preliminary field-test so closely approximated the major competency study, we will not detail the procedure at this point. However, the pilot study did result in:

1) the rewording of 33 competency statements to make them more precise,
2) the elimination of 23 items redundant to other items, and
3) the combination of 47 items with similar content and intent.

The major result of the pilot study was the identification of a final universe of 100 competency statements.

The Major Competency Study

These 100 items remaining pursuant to the preliminary field-test were incorporated into a rating scale and submitted to 720 educational personnel in an 11-state region representing a random sample of school districts selected on a stratified basis according to size. Each respondent held one of the following nine positions in regular and/or special education: Superintendent, Psychologist, Principal, Curriculum Consultant, Speech and/or Hearing Clinician, Special Education Consultant, Director of Special Education, Special Education Teacher, or Regular Elementary Teacher.

Out of the total of 720 questionnaires distributed, 587 were returned and in utilizable form (a return rate of 82 per cent). Table 1 presents a summary of the number of respondents

Table 1

DESCRIPTION OF SAMPLE BY POSITION AND SIZE OF DISTRICT

	Size of District				
	Intermediate	25,000+	10,000-24,999	5,000-9,999	Row Total
Superintendent	0	1	3	13	17
Psychologist	5	2	3	9	19
Principal	0	3	10	33	46
Curriculum Consultant	0	2	2	8	12
Speech and/or Hearing Clinician	8	5	11	23	47
Special Education Consultant	8	2	3	3	16
Director of Special Education	4	2	5	8	19
Special Education Teacher	61	29	76	106	272
Regular Elementary Teacher	0	9	24	106	139
Column Total	86	55	137	309	587

by position and type of district in which they were employed.

Two types of responses were elicited for each competency from each respondent to our questionnaire:

1) Respondents rated each competency on a Scale of Importance as they perceived the relative importance of each item to the functioning of a curriculum consultant to special education. The rating scale employed varies from:

    0 = very important, through
    1 = moderately important
    2 = slightly important
    3 = somewhat unimportant, to
    4 = definitely unimportant

2) Respondents assigned each competency item a Trainability Rating which refers to the manner in which the respondents recommended a particular competency be trained,

    i.e. O.C. = best developed through on-campus curricula
    J.T. = best developed through on-the-job training and experience, or
    S.G. = not amenable to training; a matter of self-growth and personal maturity.

The amount and complexity of the data obtained bearing on perceived importance and trainability rating for each competency is huge. This is particularly the case in light of the several demographic variables ascertained in addition to respondent's position. Specifically, both importance and trainability data may be analyzed in terms of age, sex, training, teaching experience, certification, and school district organization for each respondent.

Tables 2 and 3 are examples of the type and range of data we have available. Table 2 presents the importance rating data for just three of the competency statements as judged only by principals and teachers (separating out special education and regular elementary teachers). In addition, these data are reported here relative to the number of special classes in the school building within which the respondent works.

Table 3 gives both the importance rating data and the trainability rating assigned to a particular competency by respondents of each job category relative to the size of the school district within which they work. The particular competency to which these data apply is: Predicting Effects Which Will Probably Result From Specific Curriculum Changes.

Cluster Analysis

The next phase of our competency research effort was the clustering of the 100 competencies into related units to facilitate module development.

First we identified five functions which appeared to be central to the role of a curriculum consultant. These five functions are:

Table 2

Importance Rating Data on Three Competency Items by Teachers and Principals According to Number of Special Classes in Building

		Number of Special Classes in Building			
		None	One	Two or More	Total School
ITEM NO. 67					
Principals	M	1.06	1.00	0.88	1.00
	SD	0.85	0.91	0.81	0.0
	N	16	13	16	1
Special Education Teachers	M		1.10	1.12	1.00
	SD		1.16	1.05	1.00
	N		71	155	27
Regular Elementary Teachers	M	1.29	0.86	0.91	
	SD	1.27	0.91	1.12	
	N	38	35	54	
ITEM NO. 68					
Principals	M	0.81	1.23	0.63	1.00
	SD	0.66	1.09	0.81	0.0
	N	16	13	16	1
Special Education Teachers	M		1.01	1.06	1.41
	SD		0.98	0.97	1.22
	N		71	156	27
Regular Elementary Teachers	M	1.16	0.74	0.75	
	SD	1.05	0.75	0.95	
	N	38	34	55	
ITEM NO. 69					
Principals	M	1.19	1.08	1.19	1.00
	SD	0.83	0.95	0.91	0.0
	N	16	13	16	1
Special Education Teachers	M		0.92	0.83	0.85
	SD		0.94	0.87	0.95
	N		71	156	27
Regular Elementary Teachers	M	1.22	0.54	0.58	
	SD	1.08	0.78	0.81	
	N	37	35	55	

Table 3

1. PREDICTING EFFECTS WHICH WILL PROBABLY RESULT FROM SPECIFIC CURRICULUM CHANGES

COMPETENCY DIMENSIONS: FUNCTION = EVALUATING CONTEXT = CURRICULUM

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	0.0	0.0	0.46	0.35	RK= 5.5
	SD	0.0	0.0	0.0	0.52	0.49	
	N	0.	1.	3.	13.	17.	TI:JT/SG
PSYCHOLOGISTS	M	0.20	0.50	0.50	0.33	0.32	RK= 8.0
	SD	0.45	0.71	0.58	0.50	0.48	
	N	5.	2.	3.	9.	19.	TI:OC/JT
PRINCIPALS	M	0.0	0.33	0.40	0.42	0.32	RK= 4.0
	SD	0.0	0.58	0.97	0.71	0.75	
	N	0.	3.	10.	33.	46.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.50	0.50	0.25	0.33	RK= 39.0
	SD	0.0	0.71	0.71	0.46	0.49	
	N	0.	2.	2.	8.	12.	TI:OC
SPEECH AND HEARING CLINICIANS	M	0.75	0.0	0.45	0.22	0.34	RK= 7.0
	SD	0.89	0.0	0.69	0.42	0.60	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	0.63	0.0	0.0	0.33	0.38	RK= 4.0
	SD	0.74	0.0	0.0	0.58	0.62	
	N	8.	2.	3.	3.	16.	TI:OC/JT
DIRECTORS OF SPECIAL EDUCATION	M	0.50	0.50	0.80	0.25	0.47	RK= 11.0
	SD	0.58	0.71	1.30	0.46	0.77	
	N	4.	2.	5.	8.	19.	TI:OC/JT
SPECIAL EDUCATION TEACHERS	M	0.52	0.50	0.51	0.57	0.53	RK= 11.0
	SD	0.62	0.64	0.74	0.88	0.77	
	N	60.	28.	75.	106.	269.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.56	0.22	0.70	0.61	RK= 14.5
	SD	0.0	1.33	0.52	0.97	0.95	
	N	0.	9.	23.	104.	136.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.50	0.33	0.44	0.41	0.41	RK= 6.0
	SD	0.58	0.52	0.98	0.63	0.70	
	N	4.	6.	18.	54.	82.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.52	0.51	0.44	0.63	0.56	RK= 6.0
	SD	0.62	0.84	0.70	0.93	0.83	
	N	4.	37.	98.	210.	405.	TI:JT
DISTRICT SUBTOTALS	M	0.53	0.43	0.43	0.54	0.50	RK= 8.0
	SD	0.65	0.74	0.73	0.84	0.78	
	N	85.	54.	135.	307.	581.	TI:JT

Evaluating: Those competencies which involve exploring current conditions, identifying problems, and anlyzing processes and programs.

Developing: Those items which involve developing policies, products, or programs, organizing and directing programs or processes, translating information into usable form, and adapting knowledges into practices.

Training: Those competencies related to planned activities or procedures aimed at developing particular skills and/or understandings on the part of others.

Advising: Those competencies relating to assisting persons by providing information, demonstrating, and the sharing of ideas intended to help in decision making.

and Serving as Liaison: Those competencies relating to assisting in communication between groups and securing support and assistance from others.

In addition, it was felt that these five functions were generic to at least five contexts: These five contexts are:

Curriculum: Those competencies which relate to the identification, evaluation, and sequencing of curriculum content, plus those which pertain to the processes of curriculum development.

Instruction: Those competencies which relate to teaching methods, techniques, classroom interactions, pupil performance, and classroom management.

Materials and Media: Those competencies pertaining to teaching materials, audiovisual equipment and technologies for instruction.

Communication Processes: Those competencies which primarily focus on the interaction between professional groups, interpersonal relations, communications beyond the school district, and the structure of groups.

Support Systems: Those competencies which are concerned with establishing resources and policies relevant to educational programs; e.g. research support, in-service training, and consultant services.

Viewing each of the five functions as generic to each of the five contexts, yields the 5 x 5 matrix shown in Figure 3. In order to identify each competency statement by its Function and Context dimension in the matrix, seven judges with expertise in curriculum development were selected to apply a modified Q-sort technique to cluster the 100 competencies. The judges included three professors of special education, one professor of curriculum development from regular education, and three special education consultants from the field.

CONTEXTS

FUNCTIONS	Curriculum	Instruction	Materials and Media	Communication Processes	Support Systems
Evaluating					
Developing					
Training					
Advising					
Serving as Liaison					

Figure 3- 5 x 5 Function by Context Matrix

An item was placed in a cluster if four out of the seven judges placed it in the particular cell on both the Function and Context dimensions. For example, an item placed in the Evaluating / Curriculum cluster received four or more votes in the Context dimension of Curriculum and four or more votes in the Function dimension of Evaluating.

It is these clusters of competencies that we use to identify our Modules. That is, as a function of this clustering process we anticipated the development of 25 modules--one for each cell. As it turned out, however, five cells in out Function / Context matrix did not have any competencies assigned to them. Figure 4 gives the results of the clustering process. Because five of the cells did not have any competencies assigned to them, our module development activities concentrated initially on the 20 cells in the matrix which did have competencies assigned. Of course, each of the numbers listed in the various cells in Figure 4 refers to one of the competency numbers. As will be indicated shortly, a later step in our module development procedure further reduced the number of modules we actually developed to 13.

Module Specification Phase

Figure 5 illustrates the four-level task analysis comprising the specification process employed in reducing the clusters of competencies to behaviorally stated objectives. The first two levels of this specification process are inherent in the clustering

	CONTEXTS				
FUNCTIONS	Curriculum	Instruction	Materials and Media	Communi- cation Processes	Support Systems
Evaluating	1, 4, 6, 18, 86	27, 44, 45, 85	53, 54, 55, 60, 68	81, 91, 96, 97, 98	20, 72, 74, 92
Developing	2, 7, 8, 9, 10, 11, 12, 15, 17, 90, 99	19, 26, 52, 100	61, 64	93, 95	73, 75
Training		28, 30, 32 33, 34, 35, 48, 50	39, 56, 62, 63, 66, 69	36	
Advising	3, 5, 25	37, 40, 41, 42, 46, 47, 49, 51	57, 59, 67, 70	84	21, 38 82
Serving as Liaison				71, 78, 79, 80, 88, 89	14, 23, 77, 87, 94

Figure 4 - Competency cluster matrix with function and context designations.

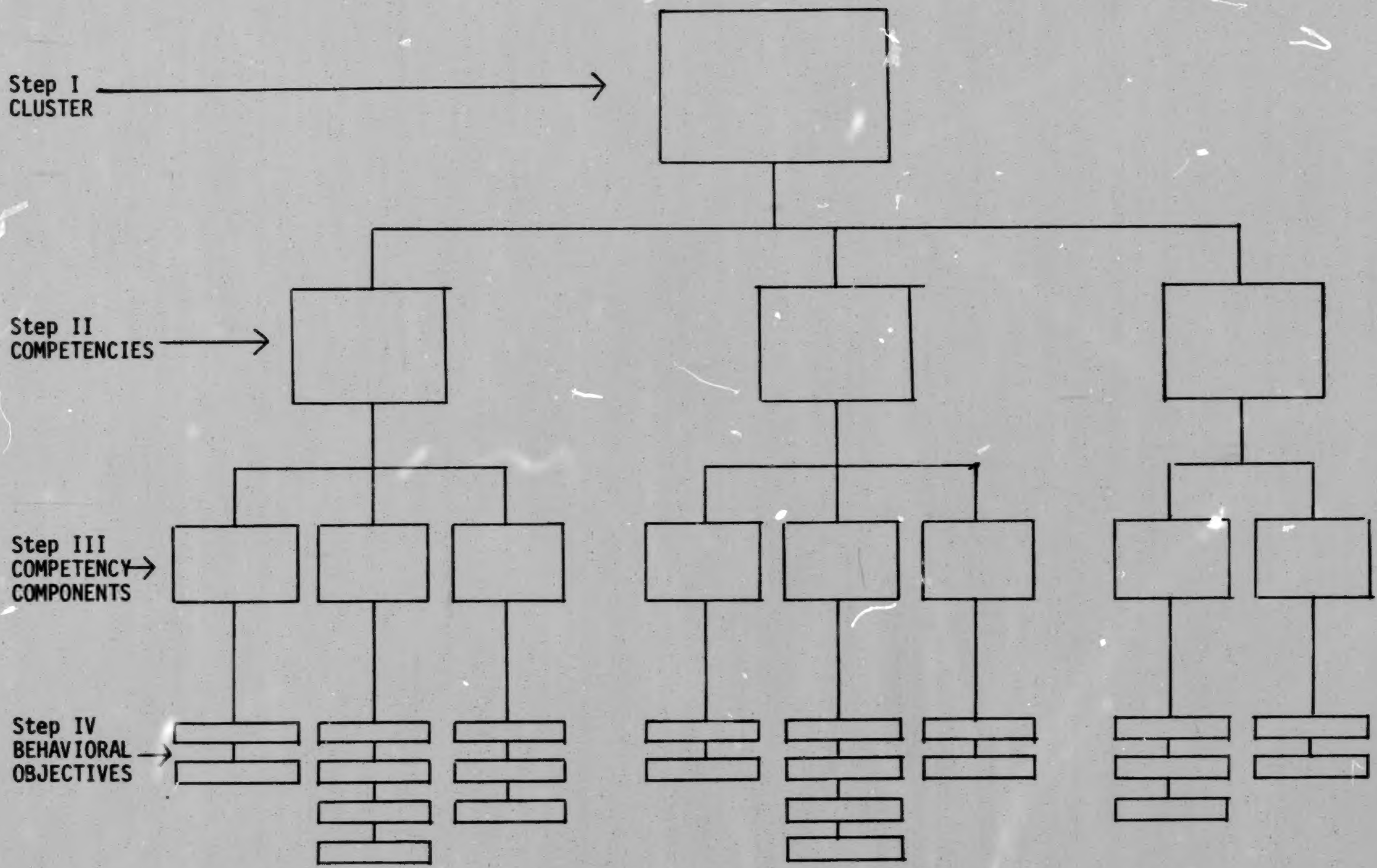

Step I
CLUSTER
Step II
COMPETENCIES
Step III
COMPETENCY
COMPONENTS
Step IV
BEHAVIORAL
OBJECTIVES

Figure 5- Competency specification process.

process. Steps 3 and 4 represent expansion stages carried out in cooperation with consultants from the field.

Step 1 - Cluster: A cluster identifies the group of competencies judged to be interrelated. This represents the twenty Function / Context clusters considered a module topic.

Step 2 - Competencies: Each competency was placed in a particular cluster by the Q-sort technique previously discussed. These competencies were then reduced to three or more competency components as a means of clarifying their meaning and intent.

Step 3 - Competency Components: This step represents the first level at which the original 100 competencies were reduced into more specific elements. The competency components are brief descriptive statements written in a general objective format from the perspective of the trainee.

Step 4 - Behavioral Objectives: This step represents the most specific level in the specification process. Each competency component was analyzed into a series of behaviorally stated objectives. These objectives are then used as the basis for designing the instructional or enabling activities constituting a module.

It is this specification process which defines the nature of our training packages. While each cluster of competencies represents a module topic, it is at the competency level of specification that training packages are produced. Thus, there is one training package for each competency. The actual content of these training packages are dependent upon the 3rd and 4th steps in the specification process.

One unforeseen by-product of the specification process was the discovery that despite the derived independence of the 100 competency statements, once their training intent has been analyzed to the behavioral objective level, some degree of overlap and redundancy became apparent. Where this potential duplication of training was detected, modules were reorganized and/or integrated. The result of this procedure was the final group of 13 reasonably independent comprehensive modules which have since been developed. The 13 module topics we have available in training packages are listed on the next page.

Module Development

Having identified through the specification process the behavioral objectives comprising the modules, appropriate instructional activities were developed. These performance based activities are designed to bring about and demonstrate trainee achievement of each behaviorally stated objective. A variable number of these enabling activities are specified for every objective along with evaluation criteria for assessment of

SECTraC

Module Topics

1. EVALUATING / CURRICULUM
2. EVALUATING / INSTRUCTION
3. EVALUATING / MATERIALS AND MEDIA
4. ADVISING / COMMUNICATION PROCESSES
5. EVALUATING / SUPPORT SYSTEMS
6. DEVELOPING / CURRICULUM
7. DEVELOPING / INSTRUCTION
8. DEVELOPING / MATERIALS AND MEDIA
9. DEVELOPING / COMMUNICATION PROCESSES
10. DEVELOPING / SUPPORT SYSTEMS
11. TRAINING / INSTRUCTION
12. TRAINING / MATERIALS AND MEDIA
13. ADVISING / CURRICULUM

trainee performance.

The training packages are organized at the competency level with one training package prepared for each competency. The contents of a training package are as follows:

1) A Specifications Manual which reports the results of the specification process for that module giving the breakdown of competencies into competency components and, in turn, behavioral objectives. This Manual is included in the package as it has been our experience that without it the behavioral objectives are perceived in relative isolation from each other and trainees may fail to grasp the continuity between behavioral objectives and their summative relationship resulting in very broad areas of competency. Using this Specifications Manual, the trainee can at any time view the behavioral objective on which he is working in perspective to its related behavioral objectives, and identify the logical sequence of skills to which his performance on the particular behavioral objective contributes. The Specifications Manual also includes a narrative summation of the rationale and content of the entire module.

2) A Trainee's Manual which contains directions to the trainee regarding the instructional activities he must perform to demonstrate competence for each behavioral objective. Whenever supplementary materials or other resources are utilized, the instructional activity is coded

to a resource file identified in the Trainee's Manual. Also incorporated in this Manual is narrative to the trainee intended to clarify and present where necessary some rationale for his achieving the behavioral objective. This narrative includes some information on the subject matter that would ordinarily be presented as lecture material in more traditional models of instruction.

3) An Instructor's Manual which contains all the information, instructional activities, and resource references reported in the Trainee's Manual. In addition to replicating the Trainee's Manual, the Instructor's Manual includes the evaluation criteria by which trainee performance is to be assessed. Maintaining the evaluation criteria distinct from trainee materials affords maximum control and flexibility in monitoring trainee progress and directing trainee experience. This procedure also serves to assure considerable trainee-instructor interaction. This significant degree of control, flexibility, and interaction, unusual in competency based training programs, is viewed as essential where the training goal is a relatively small number of highly specialized personnel, as in the preparation of curriculum consultants with expertise in instruction and curriculum development for exceptional children.

and 4) the Resource Files which supplement the Trainee's Manual. Resource Files are utilized to accommodate those materials required for trainee learning and experience which are not amenable to inclusion in the Trainee's Manual itself. They contain reprints of published and unpublished papers, manuscripts prepared by our staff, audio, visual, and audio-visual materials, various report forms, instructive questionnaires, and so on. While our primary aim was to utilize wherever possible existing instructional materials in module development (including those commercially available as well as products of funded projects), a variety of material needs were identified which were unique to our training program. Where necessary, these instructional materials have been developed and incorporated in Resource Files.

CHAPTER III

THE DISSEMINATION MODEL

The SECTrac dissemination model is addressed to the critical problem of project and research results typically not being made accessible beyond the scope of the funded agency. The fact that the output is in the public domain does not mean that it is in a disseminable form or that appropriate persons are brought into contact with such products within a context which makes their application obvious. Too often, the funded university becomes the sole benefactor. This phase of project activities has concentrated on the formulation and implementation of a model designed to surmount this difficulty inherent in dissemination of products of funded projects.

The narrative which follows is organized into two major sections: (1) a description of the dissemination model, and (2) the implementation of the dissemination model. The latter includes a descriptive report and the results of the empirical module jurying procedure which was undertaken with field personnel to gauge anticipated demand for SECTraC training packages (the 13 modules).

Dissemination in this instance present two distinct problems. The first pertains to communicating descriptive information on both the developmental processes and on the training packages. The second involves the actual dissemination of the training modules or components of these modules.

Information Dissemination

Information dissemination was by far the easier of the two tasks to accomplish. To a degree it was attained by utilizing existing dissemination modes, e.g. professional journals and national, regional, state and local conferences held by professional organizations. We have pursued these avenues virgorously throughout this project phase. Following is a partial list of publications and conference presentations prepared to disseminate purely descriptive information. Of course, each of these descriptive efforts did simultaneously alert the audience to the availability of SECTraC training packages.

Meyen, E.L. & Altman, R. Individualizing instruction for preservice teachers: An applicable competency based training model. Focus on Exceptional Children, 1973, 5, 1-11.

Altman, R. & Meyen, E.L. Some observations on competency based instruction. Exceptional Children, 1974, 40, 260-265.

Altman, R. Prototype training program for the preparation of curriculum consultants for exceptional children. Special conference on Educational Programs for Exceptional Children, Plymouth, Massachusetts, October 2-4, 1972.

Altman, R. Competency based education: Implications for teachers. Address to Lewis and Clark Chapter of the Council for Exceptional Children, Edwardsville, Illinois, March 20, 1973.

Meyen, E.L. Implications derived from three years of research and experimentation with competency based instruction. Annual convention of the Council for Exceptional Children, Dallas, Texas, April 22-27, 1973.

Altman, R. A prototype training program applicable to continuing education and extension services. Conference on Training Models and Delivery of Special Education Services for Rural and Sparsely Populated Areas, Albuquerque, New Mexico, June 10-13, 1973.

Altman, R. Design features of a competency based training program in module format. Annual conference of the Association for Supervision and Curriculum Development, Anaheim, California, March 9-13, 1974.

Meyen, E.L. Implementing and conducting a competency based training program in a university setting. Annual Conference of the Association for Supervision and Curriculum Development, Anaheim, California, March 9-13, 1974

Altman, R. Designing and developing training materials: content, format, and media variables. T.E.D. Workshop on Instructional Development for Training Teachers of Exceptional Children, New York, New York, April 15-16, 1974.

Altman, R. A dissemination model for a competency based training program in special education. Annual Convention of the Council for Exceptional Children, New York, New York, April 14-19, 1974.

The obvious limitation in dissemination at this level is that for the person or institution truly interested in the program and most likely to benefit from its products, this descriptive information is insufficient. In general, such information facilitates a decision on whether or not the program or parts of the program may have value to a particular institution. However, once this decision is affirmatively made, it then becomes necessary that they gain access to the actual module.

In addition to the papers and presentations noted above three other types of descriptive material have been prepared: (a) brochures, (b) information packets, and (c) a slide-tape presentation. Of course, most of the papers listed above are distributed in response to specific paper requests and to less specific requests for general information. As each of these position papers tend to focus on or elaborate different aspects of the SECTraC project, an effort can be made to match the descriptive information as closely as possible to the needs and interests of the recipient. The availability and nature of these materials is broadly announced. The slide-tape presentation is made available to other institutions on request. A duplicate copy of most materials is on deposit with the local I.M.C. and available from this dissemination center.

Product Dissemination:

As is apparent from both the nature of our competency specifications included in Chapter IV and the module development activities reported in Chapter II, the SECTraC training modules are comprehensive and detailed. Furthermore, because the training focus of our modules is on high priority topics (e.g. curriculum development, materials evaluation, instructional training) having application to both pre- and in-service programs relative to teacher education, as well as to the training of curriculum consultants, we have experienced considerable interest on the part of other institutions in gaining access to them. While the comprehensiveness of our modules is a positive feature in terms of their instructional value, this also creates problems in that it is not practical to mass produce them in total for distribution. As an alternative we devised a feasible means by which the module packages can be distributed to interested institutions at a reasonable cost and with minimum inconvenience.

The alternative we elected is the utilization of a master photo-ready copy which can be reproduced through a variety of processes and is itself not altered or consumable. These master photo-ready copies are available on a loan basis from us with the provision that they will be returned for dissemination to other interested consumers. Training programs and other agencies then assume the actual costs of reproduction themselves. Our investigation of feasibility and costs indicated that the most advantageous master was a quality original print from which the borrowing institution would make its own master via a photo process. In addition, our campus printing service has the capacity and access to sufficient resources to handle our needs in this area.

One associated advantage of the SECTraC modules is that the module specifications reported in Chapter IV allows a potential user to examine in advance the exact specifications of all the modules as a means of identifying those modules or parts of modules he would like to obtain. It is also feasible for the consumer to construct a novel module by reconstituting various components of these 13 modules into any number of different variations. This dissemination system based on unbound photo-ready masters is particularly suited to accommodate this capacity.

There is one special consideration relative to the dissemination of our Resource Files which has particular merit relative to the dissemination of mediated materials. A major difficulty surfaced during our initial efforts at disseminating the instructional packages. It soon became apparent to us that one major problem in integrating instructional media into our training program was the expense involved in reproducing slides, filmstrips, and taped presentations in sufficient quantity to simultaneously make them available to a number of consumers. It was not our original intention to disseminate these resources mainly because of this expense. However, one of the first reactions we encountered in disseminating the training packages to potential consumers at colleges, universities, and other training sites, was their difficulty in using the materials without the supplementary aides.

We thus evolved a plan that enabled us to distribute these materials in a manner compatible with our limited financial resources. Specifically, to the degree that it was possible, we reproduced all our resources in a print form and incorporated them into a fourth manual, a Resource Manual. In order to include the mediated materials in this manual, we typed all audio presentations and similarly reproduced all visuals in print form. Appendix A includes a slide-tape presentation from a module component on consultation as prepared in a print form. Both the slides and the audio content are reproduced in this print form thus enabling dissemination through the same master photo-ready process described for the other module materials.

Of course, materials that are protected by copyright cannot be reproduced in this fashion. In those situations, we merely cite the relevant reference or commercial source for the material, and the consumer is obligated to acquire his own copy. There is one additional value in making mediated materials available in a print form. Trainees now have the opportunity to choose yet another mode of instruction in their training program. If they prefer to read rather than listen to a taped presentation for example, they have this option. This also serves to increase convenience in their training program in that printed materials as opposed to mediated materials can be taken to the library, to their homes, or to any other setting in which they may choose to work.

Module Jurying Procedure

Prior to preparation of the SECTraC training packages in photo-ready form, we were faced with a practical question relative to the number of master copies which we needed to make available. From our experience in responding to requests for module packages and sample module materials it became clear that certain module topics elicited greater interest from consumers than others. Furthermore, requests for module packages varied as a function of the professional role the consumer was involved in training. For example, individuals participating in the training of curriculum consultants and/or resource personnel tended to be particularly interested in the modules on support systems, curriculum development and evaluation, and communication processes. In contrast, individuals representing teacher preparation programs tended to be more interested in modules dealing with instructional materials and instructional training and evaluation. Thus it was evident that there would be differential demand from the field for each of the module packages and that this demand would vary with the module's relevance to the training of various professional roles.

In order to provide a systematic and informed basis on which to make a decision regarding anticipated demand for each module package, we undertook a module jurying procedure. Specifically, we identified a panel of 10 professionals with expertise in various aspects of personnel training in education and curriculum development. In addition, this panel was selected so as to represent varying degrees of familiarity with the SECTraC materials. It was felt that these criteria for panel selection would insure a more heterogenous and thus representative sample of potential consumers of SECTraC training materials.

Each panel member was provided a packet of information and directions explaining the module jurying procedure. The instructions to panel members and a sample answer sheet are included in Appendix B. Briefly each juror received a listing of the 158 competency component statements comprising the 13 module packages. They were asked to make and record two judgments relative to each competency component statement: First, the relative demand we might anticipate for the training materials underlying each competency component in the preparation of curriculum consultants; second, the relative demand we might anticipate for the training materials underlying each competency component in the training of professional roles in education other than that of curriculum consultant.

Both responses were indicated on a scale from one to ten with a rating of "one" representing no demand for the materials associated with the competency component and a rating of "ten" representing extreme demand for the materials. When the results of this module jurying procedure were retrieved, we calculated a simple formula designed to determine the number of photo-ready copies required of each module package. This formula is as follows:

$$N_{1-13} = \frac{XR_1 + XR_2}{2}$$

Where N refers to the number of photo-ready copies for each module,

XR_1 refers to the mean rating of the 10 jurors for the training of curriculum consultants, and

XR_2 refers to the mean rating of the 10 jurors for the training of other professional roles.

Thus it was theoretically possible for us to be required to produce from one to ten photo-ready copies of each module package.

Table 4 summarizes the results of this module juring procedure with column "N" indicating the number of master copies eventually made available for dissemination.

Table 4 - Results of Module Jurying Procedure

Module Topic	$\overline{X}R_1$	$\overline{X}R_2$	N*
1. Evaluating / Curriculum	8.3	5.1	7
2. Evaluating / Instruction	7.6	6.5	7
3. Evaluating / Materials and Media	8.4	7.4	8
4. Advising / Communication Processes	8.0	5.9	7
5. Evaluating / Support Systems	7.4	5.9	7
6. Developing / Curriculum	7.8	5.8	7
7. Developing / Instruction	8.2	8.3	8
8. Developing / Materials and Media	8.1	6.5	7
9. Developing / Communication Processes	8.7	4.2	6
10. Developing / Support Systems	8.3	7.6	8
11. Training / Instruction	8.8	7.4	8
12. Training / Materials and Media	8.2	7.3	8
13. Advising / Curriculum	8.7	7.2	8

* N is rounded to nearest whole number

Six Dissemination Levels

Having prepared the requisite number of photo-ready master copies of each training manual for distribution did not eliminate other crucial dissemination questions. For example, it should be borne in mind that the 13 modules are comprised of a total of 114 manuals (13 Specifications Manuals, 13 Resource Manuals, 44 Trainee's Manuals, and 44 Instructor's Manuals). With an estimated average of 120 pages per manual, we are disseminating approximately 14,000 pages of print material to each potential consumer. Clearly, this is not a dissemination effort which can be undertaken frivolously due to both economic and manpower concerns.

Perhaps most significant of all here was the concern that so many of the materials disseminated might never in fact be utilized if they proved inappropriate for the purpose intended by the consumer. Thus it became apparent that a critical characteristic of whatever dissemination system we eventually evolved would be our building in some way of familiarizing the potential consumer with our materials prior to his actually receiving them.

To achieve this objective we designed the dissemination model graphically presented in Figure 7. The hierarchical stratification of dissemination levels in this model facilitates differential consumer contact with our materials and thus promotes the time and cost efficiency we sought. The primary significant attribute of this dissemination model is our imposition of a gradual increase inthe project familiarization process, thereby assuring us that a consumer who in fact requests and receives our training packages will know in advance exactly what he is getting. Furthermore,

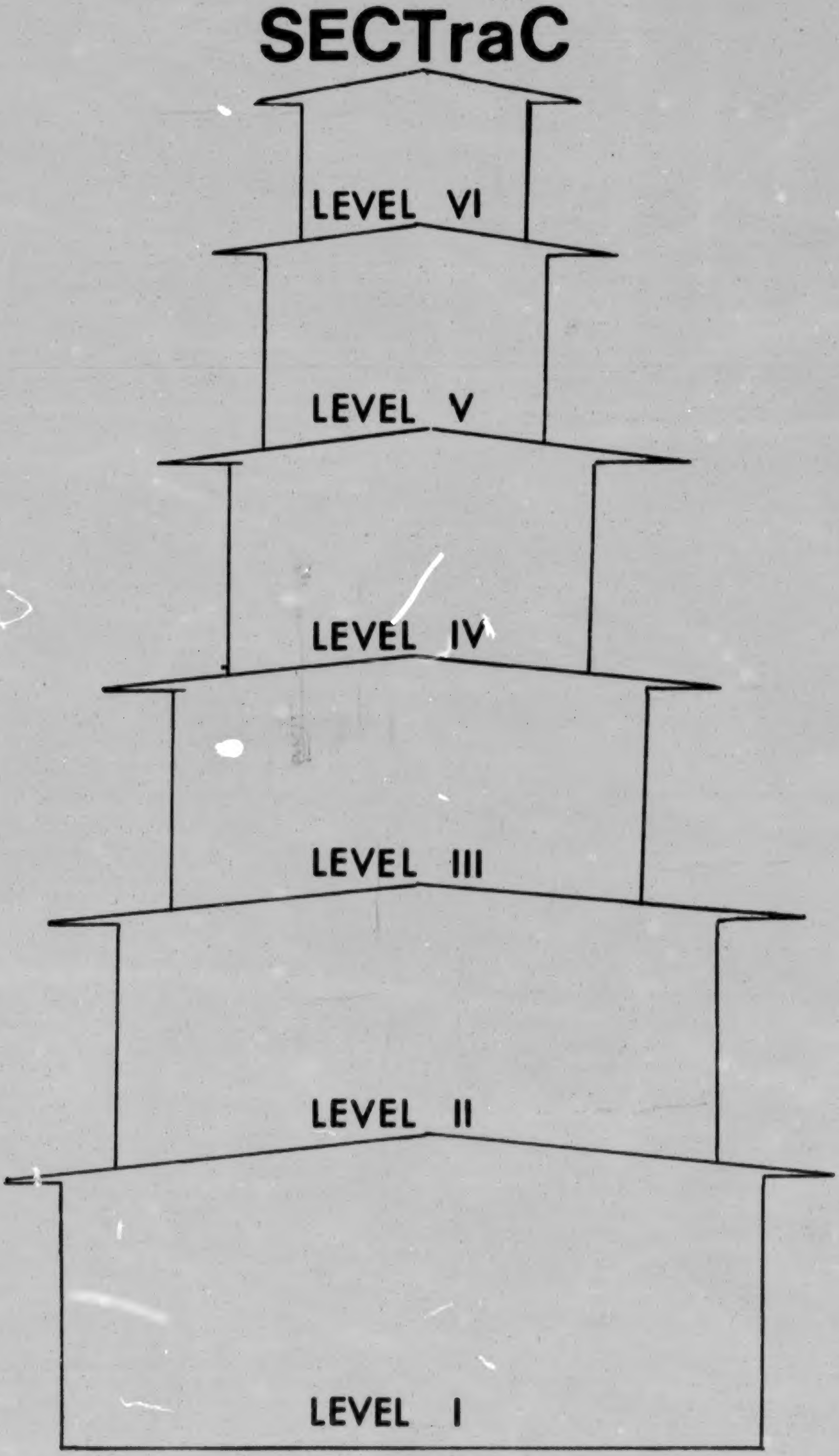

SECTraC
LEVEL VI
LEVEL V
LEVEL IV
LEVEL III
LEVEL II
LEVEL I

Figure 7 - Hierarchical stratification of dissemination levels.

we would anticipate that by only disseminating materials to consumers having achieved this degree of familiarity, we would be maximizing the likelihood of the materials actually being used.

It is important to reiterate that this dissemination model was designed to deal with the two distinct dissemination problems: the first involves communicating descriptive information about the SECTraC Project, and the second involves dissemination of the module packages themselves. Following is a brief elaboration on each level of the dissemination model.

Level I represents the level at which the majority of potential consumers would have contact with the project or project materials. Contact occurs as a result of professional reading or conference attendance. We have presented a number of papers at national, regional, and local meetings to audiences of various composition in terms of both their sophistication and professional affiliation. Also at this level of dissemination we have published several papers reletive to the project in professional journals.

Level II represents the level at which persons somewhat familiar with the Project would obtain access to reports and other descriptive materials. In line with this objective we have prepared and disseminated widely two major Interim Reports. The first was on our research procedures and detailed the competency generation and organization phase of the project. The second elaborated our Module Specification Phase. This Third Interim Report details the dissemination phase itself. These materials as well as several information packets we have prepared are available on request. In addition, the Interim Reports are available through ERIC and are also maintained at most regional and some local Instructional Materials Centers.

Level III represents target groups who would receive descriptive brochures. These groups would be those perceived by the Project as most likely to be interested in the training model and/or the materials. Such groups might include all State Directors of Special Education, or all Chairmen of Departments of Special Education, and so on. One brochure we have prepared is actually a recruitment bulletin designed to attract potential SECTraC trainees and announce the availability of our training program for curriculum consultants.

Level IV represents groups or individuals who would, by their own initiation or response to an announcement, participate in a session designed to describe and illustrate the training program and/or the materials. Such sessions may be held either on or off campus. We have already hosted a number of individuals and interested teams who have visited with us in Columbia. Others have found it more convenient to have a SECTraC staff member travel to their site of training for such a session. This latter situation enables a greater number of participants at the off-campus site to be involved. At this level of dissemination we have also responded to invitations to set up displays at local meetings and have a SECTraC representative available to respond to questions and provide additional information.

Level V involves the actual examination of modules. Only those persons who after review of general information and sample module packages indicate that the modules might be applicable to their program are actually sent module packages. This dissemination level utilizes the photo-ready master copies which as explained previously are reproduced as desired by the consumer and returned to SECTraC for distribution to other consumers.

Finally, Level VI involves those consumers who having reviewed the modules and various reports may want to participate in the SECTraC training program. Under these circumstances, we arrange a practicum or internship experience or enroll the individual in the training program.

In conclusion, it would appear that this dissemination system is not only of value for purposes of this project, but has direct applicability to the dissemination of descriptive information and/or products of any funded project.

CHAPTER IV

Revised Module Specifications

This chapter is intended to serve two functions. First, it presents for inspection the competency statements and competency component statements comprising each of the 13 SECTraC training modules. Second, this chapter is designed to serve as an index to the training packages enabling the potential consumer to identify specific modules or parts of modules that he would be interested in requesting from SECTraC. Opening these specifications for perusal in this format also allows the consumer to redesign novel modules suited to his particular purposes. That is, a consumer may create his own module by requesting, for example, competency component 5.2.1, competency component 6.3.4, and all of competency 8.3. Or a consumer might after examining the competency statements and competency component statements defining module 10, just request that this entire module be made available to him.

In preparing this revised listing of specifications, the 4th level of analysis (the behavioral objective level) was intentionally omitted. The behavioral objectives underlying any particular competency component are so closely interrelated, and individually represent so small a section of a training package, that it appears both inefficient and of relatively little value to disseminate at this level of specification. Of course, a consumer interested in examining the complete specifications including the behavioral objectives for any of the 13 modules need only request the Specifications Manual for that particular module.

Finally, a brief narrative summary of the module precedes each of the 13 lists of specifications. This is included to provide the reader with an overview of each module in order to facilitate a decision regarding whether the individual specifications merit further scrutiny relative to his own interests.

MODULE #7: MODULE SPECIFICATIONS

FOR: EVALUATING / CURRICULUM

MODULE SCOPE: This module is designed to assist you in gaining familiarity with evaluation models applicable to curriculum development, understanding the role of evaluation in curriculum development, and becoming skilled in designing both formative and summative evaluation procedures. Specific attention is given to activities requiring you to review the literature on curriculum evaluation in addition to activities which engage you in evaluation decisions. You will gain skills in designing, analyzing, and applying evaluation procedures to curriculum development efforts.

MODULE CONTENT: This module contains three competencies and eleven competency components.

Module 1: Evaluating / Curriculum

Competency 1.1: A curriculum consultant should be capable of providing leadership in designing and implementing an evaluation approach to curriculum development.

Competency Component 1.1.1: To assist trainees in gaining familiarity with sources of information on the evaluation of curriculum.

Competency Component 1.1.2: To assist trainees in gaining familiarity with evaluation models applicable to curriculum development.

Competency Component 1.1.3: To assist trainees in gaining familiarity with operational examples of approaches to curriculum evaluation.

Competency Component 1.1.4: To assist trainees in becoming knowledgeable of the variables in curriculum development which must be considered in developing an evaluation plan.

Competency 1.2: A curriculum consultant should be capable of developing formative and summative evaluation procedures applicable to curriculum development efforts.

Competency Component 1.2.1: To assist trainees in designing formative evaluation procedures for a curriculum development project.

Competency Component 1.2.2: To assist trainees in designing a formative field test plan.

Competency Component 1.2.3: To assist trainees in designing summative evaluation procedures applicable to curriculum development.

Competency Component 1.2.4: To assist trainees in designing a summative field test plan.

Competency 1.3: A curriculum consultant should be capable of interpreting evaluation data on curriculum development.

Competency Component 1.3.1: To assist trainees in identifying resources on the interpretation of evaluation data.

Competency Component 1.3.2: To assist trainees in relating evaluation data to curriculum development project objectives.

Competency Component 1.3.3: To assist trainees in preparing curriculum evaluation reports.

MODULE #2: MODULE SPECIFICATIONS

FOR: EVALUATING / INSTRUCTION

MODULE SCOPE: This module is designed to acquaint you with techniques for evaluating selected aspects of instruction. Emphasis is given to evaluating teacher effectiveness, utilizing pupil performance data as indicators of quality of instruction, assessing classroom management and instruction, and selecting personnel for instructional programming. Through performance of this module you will gain knowledge of evaluation techniques and be involved in their application in simulated and real classroom situations.

MODULE CONTENT: This module contains four competencies and fifteen competency components.

Module 2: Evaluating / Instruction

Competency 2.1: A curriculum consultant should be capable of implementing varied evaluative techniques for assessing teacher effectiveness (e.g. peer evaluation, observational techniques, self-appraisal scales).

Competency Component 2.1.1: To assist the trainee in becoming familiar with current issues and philosophies regarding the evaluation of education.

Competency Component 2.1.2: To assist the trainee in gaining familiarity with techniques and instruments for evaluating teachers' effectiveness.

Competency Component 2.1.3: To assist trainees in developing an understanding of the ethics involved in evaluating teachers.

Competency Component 2.1.4: To assist the trainee in developing an ability to implement or reconstruct the teacher evaluation program in a school district.

Competency 2.2: A curriculum consultant should be capable of determining learning variables appropriate for assessment of instruction.

Competency Component 2.2.1: To assist the trainee in interpreting pupil performance data as indicators of quality of instruction.

Competency Component 2.2.2: To assist the trainee in designing programs for the evaluation of pupil performance.

Competency Component 2.2.3: To assist the trainee in assessing a school district's use of pupil performance data in their instructional program.

Competency 2.3: A curriculum consultant should be capable of assessing teacher performance in classroom management.

Competency Component 2.3.1: To assist the trainee in evaluating room management techniques and the implications for instruction.

Competency Component 2.3.2: To assist the trainee in analyzing instructional activities in terms of appropriateness to specific learner variables.

Competency Component 2.3.3: To assist the trainee in identifying classroom organizational procedures which influence classroom management.

Competency Component 2.3.4: To assist the trainee in gaining familiarity with and using selected techniques and observation systems for studying the teacher-pupil and pupil-pupil interaction of the classroom.

Competency Component 2.3.5: To assist the trainee in acquiring proficiency in the use of videotape recording in the classroom.

Competency 2.4: A curriculum consultant should be capable of selecting personnel skilled to assume specific roles in the instructional program.

Competency Component 2.4.1: To assist the trainee in analyzing specific roles in an instructional program.

Competency Component 2.4.2: To assist the trainee in the development of a job description.

Competency Component 2.4.3: To assist the trainee in developing procedures for securing personnel.

MODULE 3: MODULE SPECIFICATIONS

FOR: EVALUATING / MATERIALS AND MEDIA

MODULE SCOPE: This module is designed to assist you in gaining proficiency in the evaluation of instructional materials and media. The approach followed is one of initially acquainting you with the wide range of materials and media available for the education of exceptional children. The prescribed activities then proceed to direct your attention to those characteristics of materials and media as well as those characteristics of an instructional setting which are relevant to materials and media evaluation. Finally, you will become knowledgeable of existing evaluation models, and gain the skills necessary to both develop and apply evaluation models to instructional materials and media.

MODULE CONTENT: This module contains three competencies and eight competency components.

Module 3: Evaluating / Materials and Media

Competency 3.1: A curriculum consultant should be familiar with the variety of instructional materials and media available to teachers of exceptional children.

Competency Component 3.1.1: To assist the trainee in gaining familiarity with sources of information on materials and media availability.

Competency Component 3.1.2: To assist the trainee in gaining familiarity with the special education instructional materials available in each of the curriculum areas.

Competency Component 3.1.3: To assist the trainee in achieving success in the accurate implementation of a variety of instructional materials and media.

Competency 3.2: A curriculum consultant should be knowledgeable of those characteristics of the instructional setting which are relevant to materials and media evaluation.

Competency Component 3.2.1: To assist the trainee in gaining familiarity with those characteristics of instructional materials and media which are relevant to their evaluation.

Competency Component 3.2.2: To assist the trainee in gaining familiarity with those characteristics of an instructional setting which are relevant to the evaluation of instructional materials and media.

Competency Component 3.2.3: To assist the trainee in understanding the importance of the interaction of instructional problem, instructional setting and materials characteristics in the evaluation of instructional materials and media.

Competency 3.3: A curriculum consultant should be familiar with the existing knowledge (published and unpublished literature including proposed evaluation models) relative to the evaluation of instructional materials and media.

Competency Component 3.3.1: To assist the trainee in gaining familiarity with sources of information pertaining to the evaluation of instructional materials and media.

Competency Component 3.3.2: To assist the trainee in gaining familiarity with evaluation models applicable to instructional materials and media.

MODULE 4: MODULE SPECIFICATIONS

FOR: ADVISING / COMMUNICATION PROCESSES

MODULE SCOPE: This module provides you a general understanding of the procedures involved in consultation and problem solving. Emphasis is given to orienting you to the professional literature as well as to assisting you in acquiring specific consultation and problem solving skills. The range of content includes analysis and determination of problems and needs, development of problem solving skills, and consultation. Further consideration is given to the curriculum consultant's role in the school as a source of help to teachers, in developing skills for use by the consultant, and in the consultant aiding the teacher in the development of relevant skills.

MODULE CONTENT: This module contains three competencies and ten competency components.

MODULE 4: ADVISING / COMMUNICATION PROCESSES

Competency 4.1: A curriculum consultant should be capable of analyzing a teacher's situation as a basis for determining consultant needs.

Competency Component 4.1.1: To assist the trainee in differentiating the many demands placed on teachers in addition to teaching responsibilities.

Competency Component 4.1.2: To assist the trainee in determining the resources available to teachers in resolving problems.

Competency Component 4.1.3: To assist the trainee in becoming familiar with and detecting the types of instructional problems and situations encountered by teachers which necessitate consultant help.

Competency 4.2: A curriculum consultant should be capable of helping teachers develop problem solving skills

Competency Component 4.2.1: To assist the trainee in developing techniques which will help teachers describe their instructional problems.

Competency Component 4.2.2: To assist the trainee in identifying problems related to specific sources such as the learner, teaching methods, materials, teacher characteristics, classroom environment, peers, and extra-school factors.

Competency Component 4.2.3: To assist the trainee in developing techniques for helping teachers pinpoint problem sources.

Competency Component 4.2.4: To assist the trainee in devising alternative solutions to instructional problems.

Competency 4.3: A curriculum consultant should be capable of establishing himself as a constant source of consulting help in contrast to the role of a problem solver.

Competency Component 4.3.1: To assist the trainee in specifying those features definitive of a continuing support role of a consultant.

Competency Component 4.3.2: To assist the trainee in establishing follow-up services.

Competency Component 4.3.3: To assist the trainee in establishing procedures which facilitate the provision of consultant services to teachers.

MODULE 5: MODULE SPECIFICATIONS

FOR: EVALUATING / SUPPORT SYSTEMS

MODULE SCOPE: The purpose of this module is to orient you to the many variables which need to be considered when evaluating support systems. The primary emphasis is on your role as a change agent in the process of support systems evaluation. Support systems refers to in-service training programs, good teaching and learning conditions, acquisition of needed instructional materials, and utilization of consultant services. In addition, this module incorporates financial resources and parental involvement in programming for exceptional children into the definition of support services. You will first be introduced to procedures in the area of needs assessment with subsequent activities requiring you to apply these assessment procedures. The goal is to facilitate your developing evaluation skills applicable to support services.

MODULE CONTENT: This module contains four competencies and eighteen competency components.

MODULE 5: EVALUATING / SUPPORT SYSTEMS

Competency 5.1: A curriculum consultant should be capable of assessing educational settings to determine needs which may warrant remediation through one or more existing support services.

Competency Component 5.1.1: To assist the trainee in becoming familiar with needs assessment techniques.

Competency Component 5.1.2: To assist the trainee in delineating various problem areas within an educational setting which may require services rendered by support services.

Competency Component 5.1.3: To assist the trainee in utilizing school-based resources which yield information relevant to needs requiring services rendered by support systems.

Competency Component 5.1.4: To assist the trainee in utilizing extra-school based resources (community, state and national level) which yield information relevant to needs requiring services rendered by support systems

Competency 5.2: A curriculum consultant should be capable of identifying, describing, and gaining access to the various support systems available which render services to education.

Competency Component 5.2.1: To assist the trainee in identifying, describing, and gaining access to the various support systems available to school administrators.

Competency Component 5.2.2: To assist the trainee in identifying, describing, and gaining access to the various support systems available to teachers.

Competency Component 5.2.3: To assist the trainee in identifying, describing, and gaining access to the various support systems providing direct service to children.

Competency Component 5.2.4: To assist the trainee in identifying, describing, and gaining access to the various support systems available to parents.

Competency Component 5.2.5: To assist the trainee in identifying, describing, and gaining access to those global support systems serving the community as a whole.

Competency 5.3: A curriculum consultant should be capable of utilizing the criteria relevant to the evaluation of support services available to special education.

Competency Component 5.3.1: To assist the trainee in utilizing criteria relative to finance in the evaluation of support services.

Competency Component 5.3.2: To assist the trainee in utilizing criteria relative to staffing in the evaluation of support services.

Competency Component 5.3.3: To assist the trainee in utilizing criteria relative to service accessability in the evaluation of support systems.

Competency Component 5.3.4: To assist the trainee in utilizing criteria relative to past achievements in the evaluation of support systems.

Competency Component 5.3.5: To assist the trainee in utilizing criteria relative to facilities in the evaluation of support systems.

Competency 5.4: A curriculum consultant should be capable of evaluating in-service training programs.

Competency Component 5.4.1: To assist the trainee in determining in-service needs.

Competency Component 5.4.2: To assist the trainee in identifying the school district's current procedures relative to in-service training for special education personnel.

Competency Component 5.4.3: To assist the trainee in determining the cost efficiency of current in-service training efforts.

Competency Component 5.4.4: To assist the trainee in identifying resources which a local school district could use for evaluating its in-service training program.

MODULE 6: MODULE SPECIFICATIONS

FOR: DEVELOPING / CURRICULUM

MODULE SCOPE: The intent of this module is to provide a general understanding of the procedures involved in curriculum development. Emphasis is given to orienting you to the professional literature as well as to assisting you in acquiring specific development skills. The range of content includes curriculum theory, variables which influence curriculum, approaches to curriculum design, evaluation procedures, and guidelines for implementation. The term"curriculum" as used in this module is differentiated from "instruction" in that it is used to refer to the input for instructional programs. This is in contrast to a more general meaning which considers instruction as part of curriculum.

MODULE CONTENT: This module contains three competencies and sixteen competency components.

MODULE 6: Developing / Curriculum

Competency 6.1: A curriculum consultant should be knowledgeable of basic principles of curriculum development and instructional theory.

Competency Component 6.1.1: To assist the trainee in developing an understanding of curriculum as applied to public school programming.

Competency Component 6.1.2: To assist the trainee in differentiating between applied practices and theories of instruction.

Competency Component 6.1.3: To assist the trainee in familiarizing himself with the literature on curriculum development and curriculum research.

Competency Component 6.1.4: To assist the trainee in familiarizing himself with curriculum theory and individuals currently engaged in theory development applicable to curriculum development.

Competency Component 6.1.5: To assist the trainee in relating principles of curriculum development and theories of instruction to a local school situation.

Competency 6.2: A curriculum consultant should be capable of inferring curriculum design features from a review of curriculum project reports and/or curriculum project products.

Competency Component 6.2.1: To assist the trainee in becoming familiar with sources of literature on curriculum design.

Competency Component 6.2.2: To assist the trainee in becoming familiar with the works of current leaders in the area of curriculum design.

Competency Component 6.2.3: To assist the trainee in becoming sensitive to design tasks inherent in curriculum development projects.

Competency 6.3: A curriculum consultant should be capable of integrating information on sources of influence on curriculum development activities.

Competency Component 6.3.1: To assist the trainee in determining sources of influence on curriculum development.

Competency Component 6.3.2: To assist the trainee in becoming knowledgeable of the literature relative to sources of influence on curriculum development.

Competency Component 6.3.3: To assist the trainee in recognizing operational examples of attempts to influence curriculum development at the local level.

Competency Component 6.3.4: To assist the trainee in understanding the community as a source of influence on curriculum development.

Competency Component 6.3.5: To assist the trainee in understanding the importance of values as a source of influence on curriculum development.

Competency Component 6.3.6: To assist the trainee in understanding financial resources as a source of influence on curriculum development.

Competency Component 6.3.7: To assist the trainee in identifying the learner as a source of influence on curriculum development.

Competency Component 6.3.8: To assist the trainee in identifying and assembling supportive information pertaining to sources of influence on curriculum development.

MODULE 7: MODULE SPECIFICATIONS
FOR: DEVELOPING / INSTRUCTION

MODULE SCOPE: The intent of this module is to instruct you in the application of various approaches for developing instructional programs. For purposes of this module, "instruction" is defined as the experiences provided for the learner by the teacher as a means of implementing the curriculum. The first competency assists you in the identification and retrieval of current literature relative to instruction for exceptional students. The second competency focuses on the development of instructional programs including activities on contract teaching, unit teaching, inductive teaching, and prescriptive teaching. The third competency concentrates on the development of classroom management techniques including activities on questioning, grouping, reinforcement, interest centers, discipline, space utilization and scheduling.

MODULE CONTENT: This module contains four competencies and eighteen competency components.

Module 7: Developing / Instruction

Competency 7.1: A curriculum consultant should be capable of developing a familiarity with the current literature on instructional practices for exceptional children.

Competency Component 7.1.1: To assist the trainee in identifying sources of literature on instructional practices for exceptional children.

Competency Component 7.1.2: To assist the trainee in acquiring skills to identify practices specific to exceptional children from the literature on instructional practices for exceptional children.

Competency Component 7.1.3: To assist the trainee in developing the skills to interpret practices specific to exceptional children from the current literature on instructional practices for exceptional children into applicable instructional approaches.

Competency 7.2: A curriculum consultant should be capable of becoming skilled in developing instructional programs.

Competency Component 7.2.1: To assist the trainee in becoming skilled in developing instructional objectives.

Competency Component 7.2.2: To assist the trainee in becoming skilled in developing instructional programs based on prescriptive teaching.

Competency Component 7.2.3: To assist the trainee in becoming skilled in developing an instructional program based on units.

Competency Component 7.2.4: To assist the trainee in becoming skilled in developing an instructional program based on inductive techniques.

Competency Component 7.2.5: To assist the trainee in becoming skilled in developing an instructional program based on the contracting approach.

Competency 7.3: A curriculum consultant should be capable of developing classroom management techniques.

Competency Component 7.3.1: To assist the trainee in becoming skilled in questioning as a classroom management technique.

Competency Component 7.3.2: To assist the trainee in becoming skilled with the grouping techniques in classroom management.

Competency Component 7.3.3: To assist the trainee in becoming skilled with the reinforcement techniques in classroom management.

Competency Component 7.3.4: To assist the trainee in becoming skilled in developing interest centers as a classroom management technique.

Competency Component 7.3.5: To assist the trainee in becoming skilled with disciplinary techniques in classroom management.

Competency Component 7.3.6: To assist the trainee in becoming skilled in utilization of space as a classroom management technique.

Competency Component 7.3.7: To assist the trainee in becoming skilled in ordering time segments as a classroom management technique.

Competency 7.4: A curriculum consultant should be capable of identifying sources of current practices and available products.

Competency Component 7.4.1: To assist the trainee in identifying sources of current practices and available products.

Competency Component 7.4.2: To assist the trainee in recognizing practices and products applicable to the instruction of exceptional children.

Competency Component 7.4.3: To assist the trainee in modifying existing materials and/or methods.

MODULE 8: MODULE SPECIFICATIONS

FOR: DEVELOPING / MATERIALS AND MEDIA

MODULE SCOPE: The purpose of this module is to assist you in understanding the processes involved in the development of instructional materials and media. Specific attention is given to those skills related to developing instructional materials appropriate to specific learner variables, increasing utilization of materials among the instructional staff, and facilitating the utilization of local resource centers. Both theory and application are emphasized in this module, providing an understanding of both why and how materials and media are developed and used. For purposes of this module, the term "materials" refers to the software of instruction, which in combination with appropriate hardware (equipment) produces "media".

MODULE CONTENT: This module contains three competencies and twelve competency components.

Module 8: Developing / Materials and Media

Competency 8.1: The curriculum consultant should be capable of providing direction in the development of teacher-made instructional materials.

Competency Component 8.1.1: To assist the trainee in identifying and naming various types of teacher-made materials.

Competency Component 8.1.2: To assist the trainee in identifying and describing instructional situations in which teacher-made materials would be beneficial.

Competency Component 8.1.3: To assist the trainee in describing and ordering procedures for production of common teacher-made materials (i.e., manipulatives, graphics, pictures and transparencies, audio-materials, displays).

Competency 8.2: The curriculum consultant should be capable of maximizing the use of instructional media by the teaching staff.

Competency Component 8.2.1: To assist the trainee in identifying available sources of instructional materials (i.e., the IMC network, media facilities, teacher's collections).

Competency Component 8.2.2: To assist the trainee in ascertaining what use is being made of available instructional materials: commercial and teacher-made.

Competency Component 8.2.3: To assist the trainee in developing procedures which would promote the use of instructional materials.

Competency 8.3: The curriculum consultant should be capable of providing direction in the establishment or revision of a local resource center.

Competency Component 8.3.1: To assist the trainee in identifying the resources (personnel, financial, organizational, temporal) which dictate the scope of a local resource center.

Competency Component 8.3.2: To assist the trainee in identifying the effect altering any one resource (personnel, financial, organizational, etc.) has on the scope of a local resource center.

Competency Component 8.3.3: To assist the trainee in determining the actual services provided by a local resource center.

Competency Component 8.3.4: To assist the trainee in developing evaluation techniques to determine how effective a local resource center is in meeting the needs of its service area.

Competency Component 8.3.5: To assist the trainee in applying communication skills to the task of establishing or revising a local resource center.

Competency Component 8.3.6: To assist the trainee in developing procedures and/or techniques to help produce effective and efficient program changes.

MODULE 9: MODULE SPECIFICATIONS

FOR: DEVELOPING / COMMUNICATION PROCESSES

MODULE SCOPE: It is the intent of this module to provide you with a basic understanding of the mechanics involved in communication processes. A major emphasis is given to formal models of communication and their practical application to communication situations in education. Considered in this module are school specific variables such as seating arrangements, communication modes, and preparation procedures for small group meetings which influence the effectiveness of intra-group communication. This module provides general information permitting broad application and furnishes a foundation for related modules on the communication function.

MODULE CONTENT: This module contains five competencies and seventeen competency components.

Module 9: Developing / Communication Processes

Competency 9.1: A curriculum consultant should be capable of describing the different communication processes relevant to the role of a curriculum consultant in a local school setting.

Competency Component 9.1.1: To assist the trainee in identifying modes of communication applicable to the role of a curriculum consultant.

Competency Component 9.1.2: To assist the trainee in determining the uses made of various modes of communication by the curriculum consultant

Competency Component 9.1.3: To assist the trainee in analyzing situations to determine appropriate modes of communication.

Competency 9.2: The curriculum consultant will be capable of utilizing formal communication models (e.g., Berlo's model) to enhance effective interaction with school personnel on curriculum related problems.

Competency Component 9.2.1: To assist the trainee in becoming knowledgeable of the major components of communication processes.

Competency Component 9.2.2: To assist the trainee in gaining familiarity with communication models which are appropriate to the communication needs of a curriculum consultant.

Competency Component 9.2.3: To assist the trainee in transferring a theoretical model into practical application.

Competency 9.3: The curriculum consultant will be capable of effectively transmitting information through various communication modes (e.g., verbal, written).

Competency Component 9.3.1: To assist the trainee in appraising the strengths and weaknesses of the various communication modes.

Competency Component 9.3.2: To assist the trainee in becoming proficient in the use of verbal forms of communication.

Competency Component 9.3.3: To assist the trainee in becoming proficient in the use of written forms of communication applicable to the role of a curriculum consultant.

Competency Component 9.3.4: To assist the trainee in gaining familiarity with the use of visual aids to augment communication effectiveness.

Competency 9.4: The curriculum consultant will be capable of identifying his objective for a presentation situation (i.e., to inform, inspire, persuade, etc) and employ the most suitable technique.

Competency Component 9.4.1: To assist the trainee in specifying the parameters of efficient communication within groups.

Competency Component 9.4.2: To assist the trainee in gaining familiarity with the various types of speech techniques likely to be employed by a curriculum consultant.

Competency Component 9.4.2: To assist the trainee in identifying the objectives for a presentation situation and delineating the processes involved in achieving them.

Competency 9.5: A curriculum consultant should be capable of identifying and arranging interpersonal situations (i.e., individual conferences, small groups, large group meetings, etc.) which enhance communication.

Competency Component 9.5.1: To assist the trainee in determining the type of communication situation which would best accommodate the characteristics of the population and/or the problem.

Competency Component 9.5.2: To assist the trainee in identifying the procedures necessary for planning individual conferences, small groups, and large group meetings.

Competency Component 9.5.3: To assist the trainee in preparing guidelines for curriculum consultants to follow in establishing and maintaining effective communication.

MODULE 10: MODULE SPECIFICATIONS

FOR: DEVELOPING / SUPPORT SYSTEMS

MODULE SCOPE: The purpose of this module is to assist you in becoming knowledgeable of support systems and how they might be employed to improve instruction for exceptional children. For purposes of this module "support systems" refers to in-service training programs, good teaching-learning conditions, acquisition of needed instructional materials, and use of consultation services. The emphasis here is on developing and using support systems. It is anticipated that this module will prepare you to assist others in making maximum use of the support systems available in their communities and/or school districts and to acquire those support systems which are needed but may not be provided within the district you are working.

MODULE CONTENT: This module contains three competencies and eleven competency components.

Module 10: Developing / Support Systems

Competency 10.1: A curriculum consultant should be capable of developing a comprehensive and systematic in-service training program.

Competency Component 10.1.1: To assist the trainee in determining the need for specific in-service training programs.

Competency Component 10.1.2: To assist the trainee in determining resources available within the school district for in-service training.

Competency Component 10.1.3: To assist the trainee in structuring an in-service training program.

Competency Component 10.1.4: To assist the trainee in developing a plan for implementing a long-term in-service training program in a local district.

Competency 10.2: The curriculum consultant should be capable of designing classroom settings conducive to good teaching-learning conditions.

Competency Component 10.2.1: To assist the trainee in recognizing the need for good physical classroom conditions.

Competency Component 10.2.2: To assist the trainee in modifying existing physical conditions.

Competency Component 10.2.3: To assist the trainee in designing an "ideal" classroom setting.

Competency Component 10.2.4: To assist the trainee in communicating the need for good classroom facilities to the administration.

Competency 10.3: A curriculum consultant should be capable of developing procedures which facilitate the acquisition of needed instructional materials.

Competency Component 10.3.1: To assist the trainee in helping teachers determine what additional instructional materials are needed.

Competency Component 10.3.2: To assist the trainee in gaining awareness of the channels available to teachers for the acquisition of instructional materials.

Competency Component 10.3.3: To assist the trainee in developing procedures for the acquisition of specific materials.

MODULE 11: MODULE SPECIFICATIONS

FOR: TRAINING / INSTRUCTION

MODULE SCOPE: This module is designed to help you gain the skills necessary to train educational personnel in the area of instruction. Various aspects of instruction including instructional methodologies, classroom management techniques, and pupil data collection techniques are covered. You will be given the opportunity to determine what teacher needs exist in the area of instruction, and design and organize effective programs and activities to meet those needs. The activities in this module stress a knowledge based approach to the area of training and provide relevant information and experience to enable you to plan, design, and organize appropriate training programs in the area of instruction.

MODULE CONTENT: This module contains three competencies and eleven competency components.

Module 11: Training / Instruction

Competency 11.1: A curriculum consultant should be capable of designing and organizing instructional activities aimed at the development of specific skills requisite to various educational roles.

Competency Component 11.1.1: To assist the trainee in assessing needs pertaining to the development of specific teacher skills.

Competency Component 11.1.2: To assist the trainee in translating teacher training needs into instructional programs.

Competency Component 11.1.3: To assist the trainee in selecting the most appropriate training vehicle for specific teacher skills.

Competency Component 11.1.4: To assist the trainee in determining the consequences of specific training sessions.

Competency 11.2: A curriculum consultant should be capable of planning a training program relevant to the selection and utilization of instructional methodologies and classroom management techniques with exceptional children.

Competency Component 11.2.1: To assist the trainee in planning training programs on the use of information storage and retrieval vehicles.

Competency Component 11.2.2: To assist the trainee in planning training programs on the use of various instructional methodologies for exceptional children, i.e., prescriptive teaching, inductive teaching, unit teaching and contract teaching.

Competency Component 11.2.3: To assist the trainee in planning a training program on the utilization of classroom management techniques for exceptional children, i.e., questioning, grouping, reinforcement, interest centers, ordering time segment, space arrangement and discipline.

Competency Component 11.2.4: To assist the trainee in planning a training program on the direction of auxiliary personnel in the classroom.

Competency 11.3: A curriculum consultant should be capable of planning training programs concerned with the identification and utilization of data collection techniques and instruments.

Competency Component 11.3.1: To assist the trainee in planning training programs on pupil data collection techniques and instruments.

Competency Component 11.3.2: To assist the trainee in planning a training program on the construction of learning profiles.

Competency Component 11.3.3: To assist the trainee in planning a training program on the interpretation of pupil data.

MODULE 12: MODULE SPECIFICATIONS
FOR: TRAINING / MATERIALS AND MEDIA

MODULE SCOPE: It is the intent of this module to prepare you to function as an instructor to teachers and administrators concerned with the use of instructional materials and media. The initial activities are designed to prepare you to train educators in the selection and evaluation of existing instructional materials and media. The second competency focuses on the transmission of procedures for the development of teacher-made materials and on the implementation of instructional materials and media in curriculum areas.

MODULE CONTENT: This module contains two competencies and ten competency components.

Module 12: Training / Materials and Media

Competency 12.1: A curriculum consultant should be capable of training teachers and administrators in the selection and evaluation of instructional materials and media.

Competency Component 12.1.1: To assist the trainee in acquainting teachers and administrators with sources of information on instructional materials and media.

Competency Component 12.1.2: To assist the trainee in developing strategies (e.g., newsletters, conferences, teachers meetings, handouts) to familiarize teachers and administrators with the available Special Education instructional materials and media.

Competency Component 12.1.3: To assist the trainee in presenting to teachers and administrators the existing knowledge relative to the evaluation of materials and media.

Competency 12.2: A curriculum consultant should be capable of training teachers and administrators in the development of instructional materials and media.

Competency Component 12.2.1: To assist the trainee in planning training programs on the capabilities and uses of various forms of locally produced materials.

Competency Component 12.2.2: To assist the trainee in planning training programs which promote the production of teacher-made materials.

Competency Component 12.2.3: To assist the trainee in planning training programs on the development and production of locally produced materials.

MODULE 13: MODULE SPECIFICATIONS

FOR: ADVISING / CURRICULUM

MODULE SCOPE: This module is primarily aimed at preparing you to assist teachers and administrators in coping with curriculum problems related to exceptional children. The emphasis is on your advisory role as a consultant and on the process of determining what constitutes a curriculum problem, in contrast to focusing on the solutions to a wide array of specific problems. Skills included are the establishment of rapport in advisement situations, the application of advisory techniques, and maintenance of rapport until a problem situation is resolved. This module is also concerned with establishing yourself as a resource to personnel encountering curriculum related problems, the employment of systems analysis as a method for examining problems, and devising resolutions to identified curriculum problems.

MODULE CONTENT: This module contains four competencies and nine competency components.

Module 13: Advising / Curriculum

Competency 13.1: A curriculum consultant should be capable of functioning in an advisory role.

Competency Component 13.1.1: To assist the trainee in establishing rapport in advisement situations.

Competency Component 13.1.2: To assist the trainee in becoming familiar with information dissemination techniques applicable to advisement situations.

Competency Component 13.1.3: To assist the trainee in maintaining rapport in an advisory situation until the problem requiring advisement has been resolved.

Competency 13.2: A curriculum consultant should be capable of establishing himself as an obvious resource to personnel encountering problems related to curriculum for exceptional children.

Competency Component 13.2.1: To assist the trainee in identifying those features of an advisement situation which indicate the need for continued involvement with advisees.

Competency Component 13.2.2: To assist the trainee in establishing procedures which facilitate the provision of advisement opportunities relative to curriculum for exceptional children.

Competency 13.3: A curriculum consultant should be capable of analyzing curriculum related problems and determining the possible consequences of the problems, personnel affected, and personnel having responsibilities for resolving the problem.

Competency Component 13.3.1: To assist the trainee in identifying curriculum related problems.

Competency Component 13.3.2: To assist the trainee in applying systems analysis to curriculum related problems.

Competency 13.4: A curriculum consultant should be capable of developing a plan of action for resolving curriculum problems.

Competency Component 13.4.1: To assist the trainee in identifying resources available to teachers and administrators for resolving curriculum related problems.

Competency Component 13.4.2: To assist the trainee in developing planning strategies applicable to the process of resolving curriculum problems through advisement.

APPENDIX A

Sample Slide-Tape Presentation As Incorporated Into Resource File

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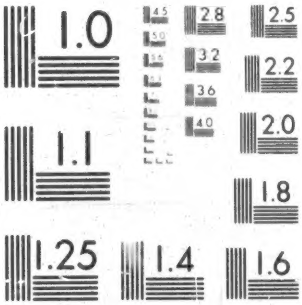
CONSULTANT

THE ROLE OF THE CONSULTANT IN PROVIDING FOLLOW UP SERVICES.

SECTraC

SPECIAL EDUCATION CURRICULUM TRAINING CENTER

Department of Special Education, University of Missouri-Columbia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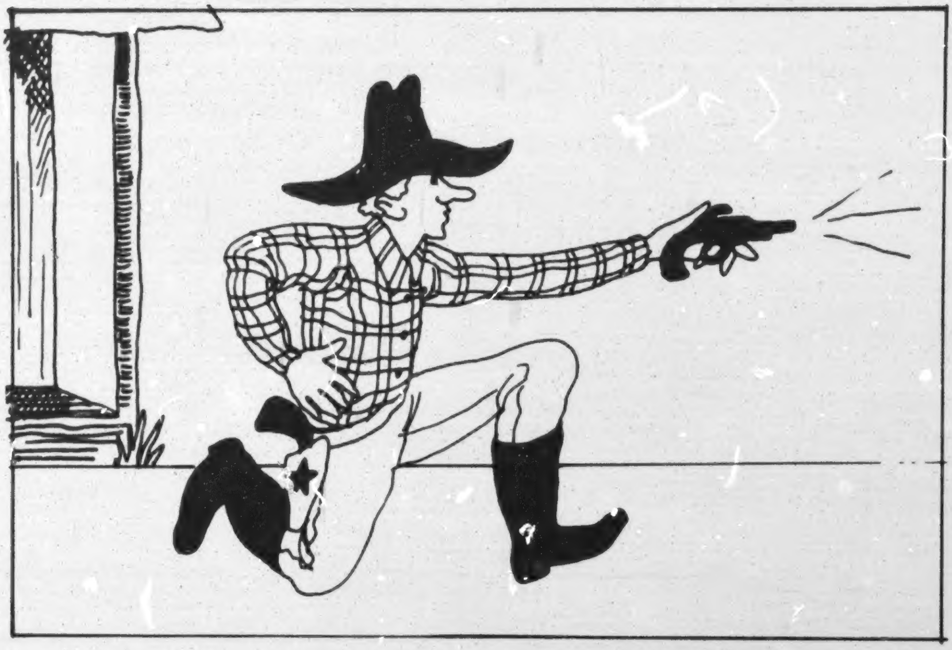

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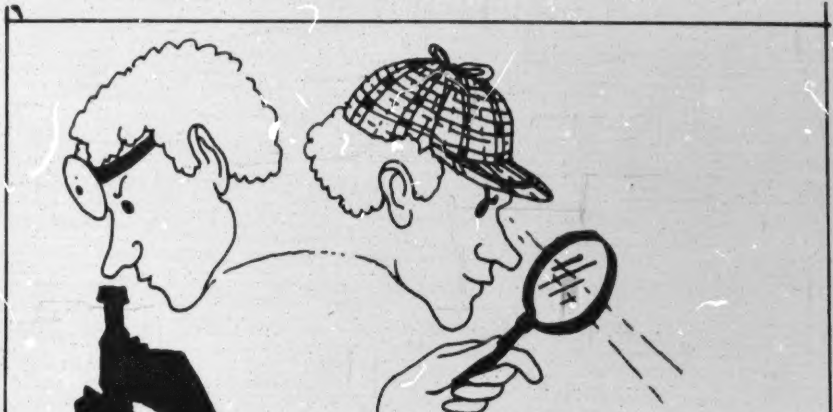
All too often a consultant is viewed merely as a trouble-shooter called upon to resolve a pressing problem often on a one-shot basis. This overly simplistic appraisal of the role is particularly damaging to the curriculum consultant who must not only be on call,



but must also function as a diagnostician. That is, to be maximally efficient, the curriculum consultant must be able to ① IDENTIFY existing problems,

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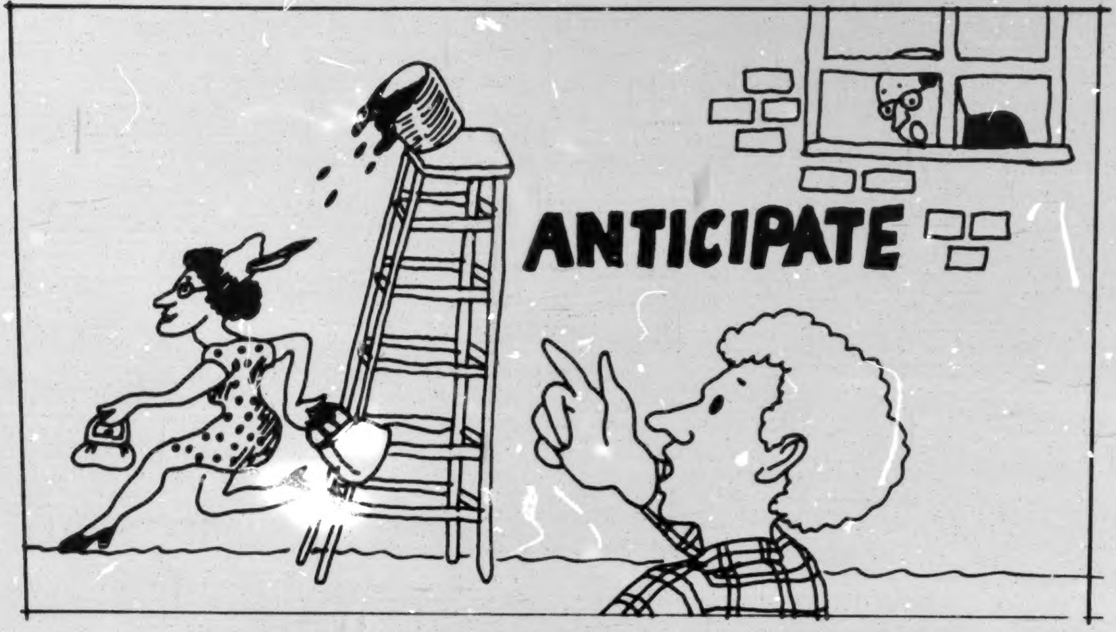
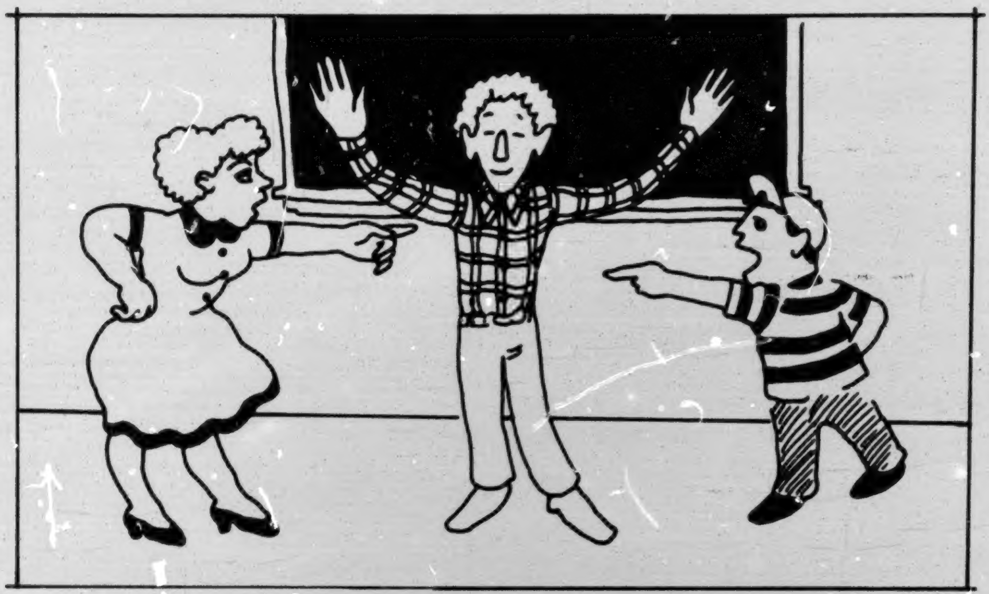


② anticipate potential areas of conflict,



as well as ③ facilitate resolution of those difficulties brought to his attention.

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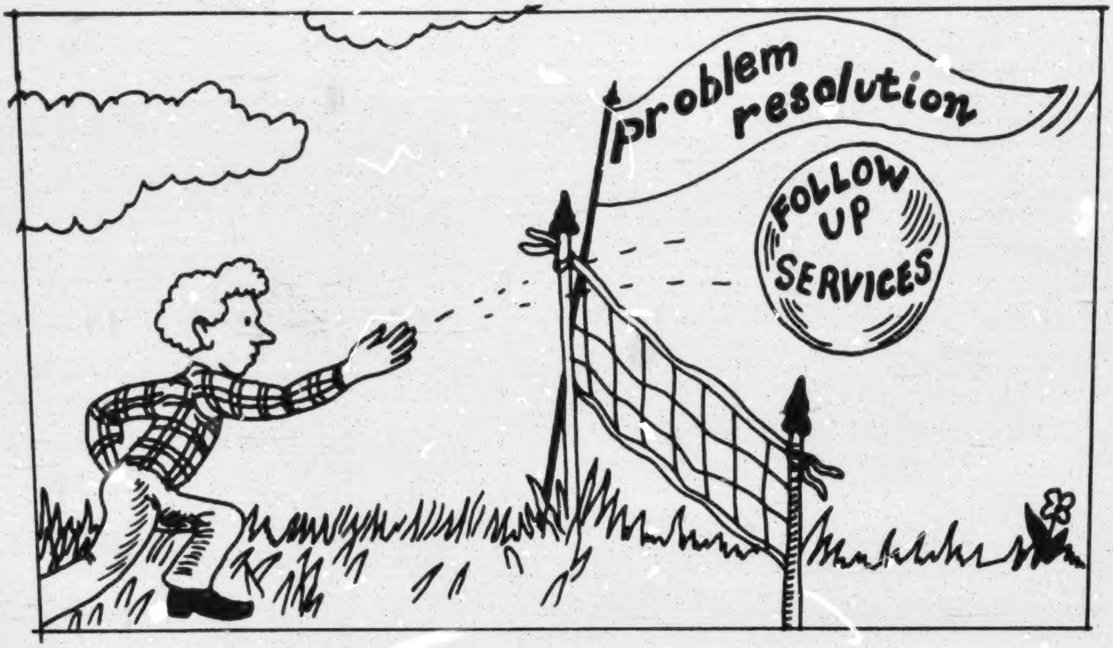
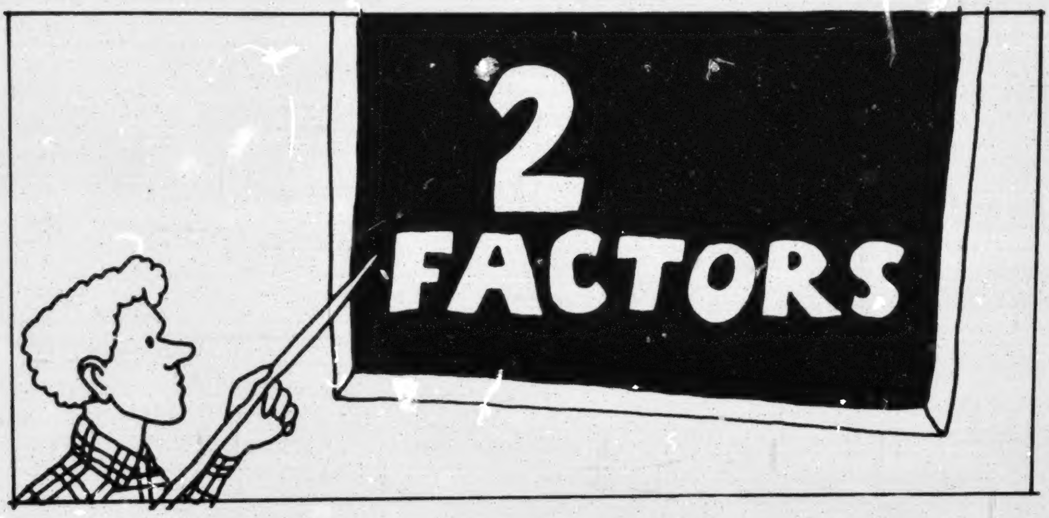

problem resolution
FOLLOW UP SERVICES

Just as the curriculum consultant must be adept at these pre-intervention activities, he must also be capable of extending his services beyond the point at which he participates in problem resolution. Specifically, he must be capable of establishing follow-up services.



There are at least two factors operating to inhibit the curriculum consultant's provision of follow-up services: The first is inherent in his role.

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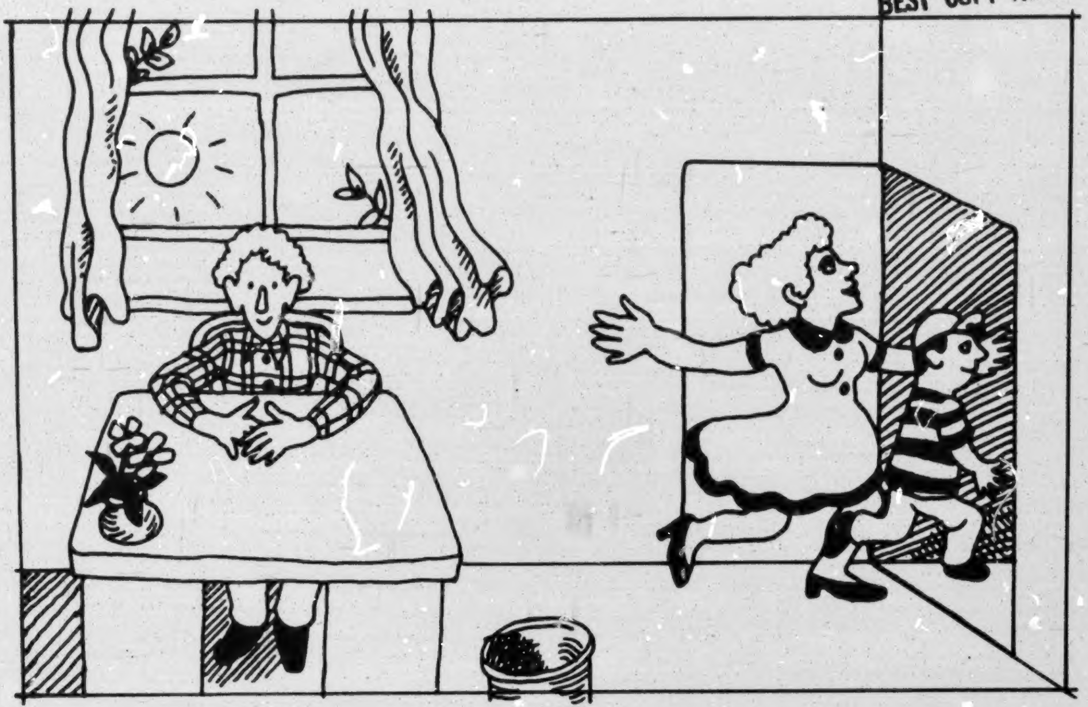
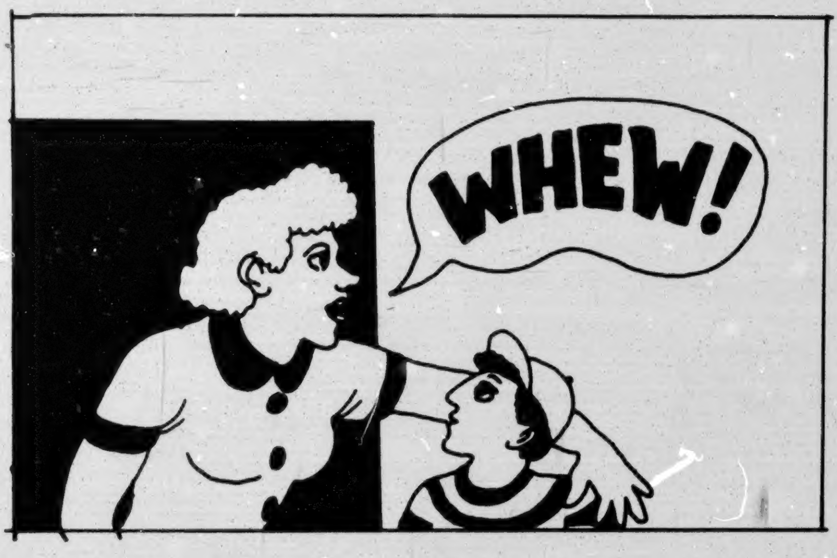


It is likely that his major reward or job satisfaction will come through his perceiving closure in problem resolution. That is, the sooner he can move on to the next problem, the sooner he can experience the satisfaction of a job completed.



Secondly, the teacher or other educational personnel whom he is assisting will be eager to no longer be perceived as a member of his case-load. No one wants to be perceived as a chronic problem source.

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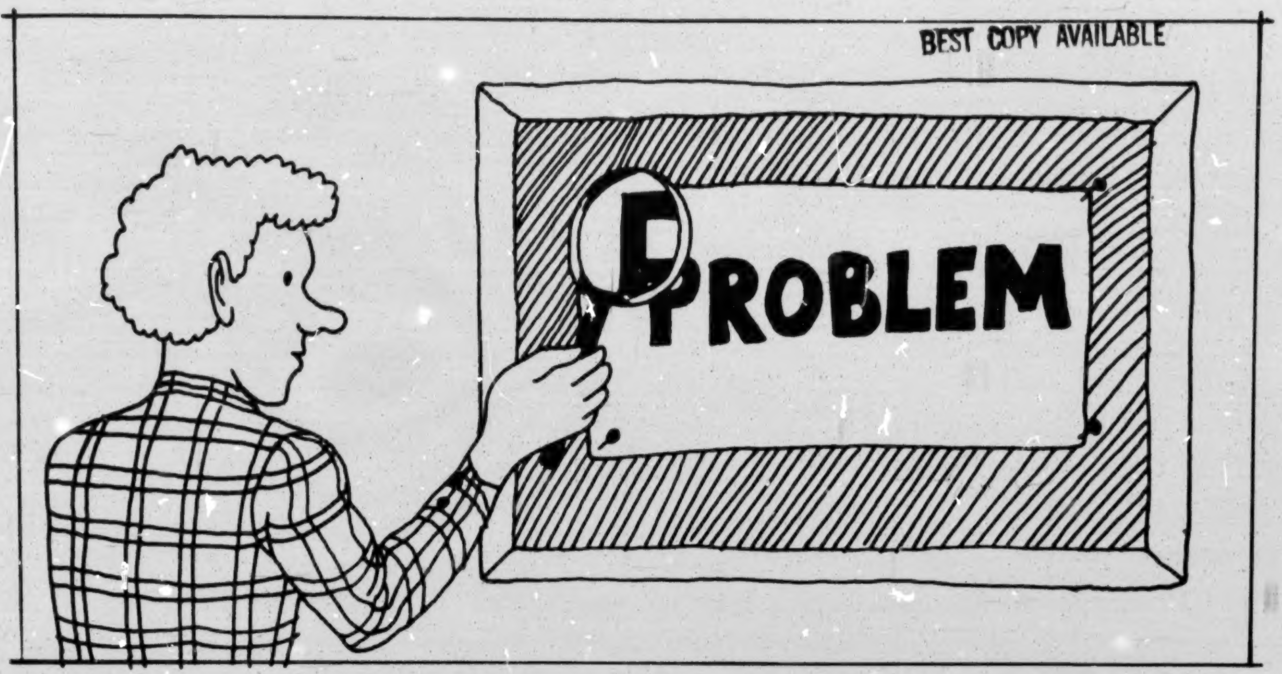
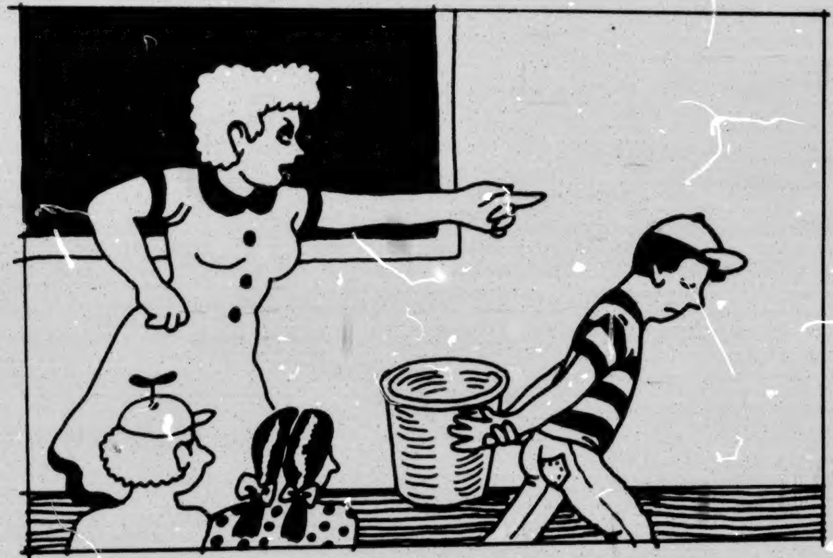


The need for curriculum consultants to provide follow-up services is unquestionable. That is, whether or not a followup procedure needs to be implemented is a moot point. Clearly, some assessment needs to be made to ascertain whether the problem encountered has been resolved.



Furthermore, there is always the possibility that the proposed solution may itself have raised some secondary problems. For example while it may be appropriate to recommend removal of a troublesome child from Miss Jones' classroom, the question of what to do for the troubled child remains unresolved.

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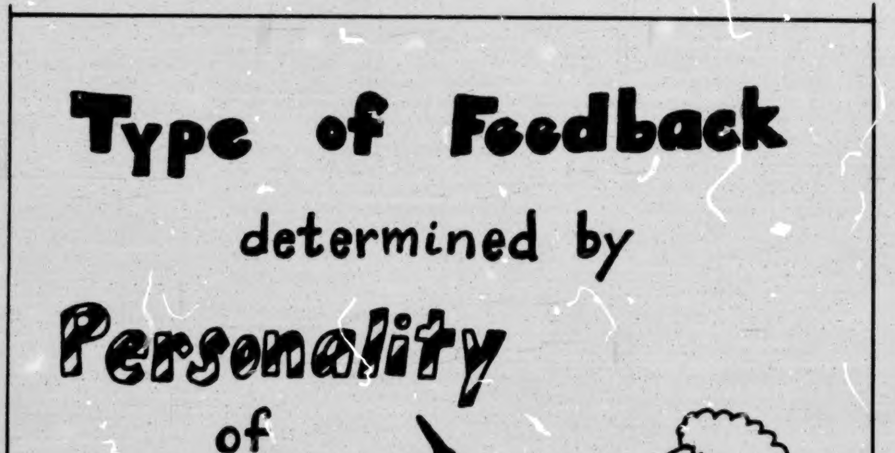
The more meaningful decision which needs to be made in terms of the provision of follow-up services regards the nature and extent of these efforts. Follow-up to consultation may vary from an informal chat sometime after the consultant's intervention to a systematized formal procedure for structured feedback.



Relying on a casual or informal feedback plan should not suggest a lack of rigor. Your decision to utilize this approach may be dictated by the personality of the client and does not imply necessarily that the problem is one of minor importance. You will still need to elicit all the relevant and necessary information and be equally sensitive to the possibility that secondary problems may accrue.

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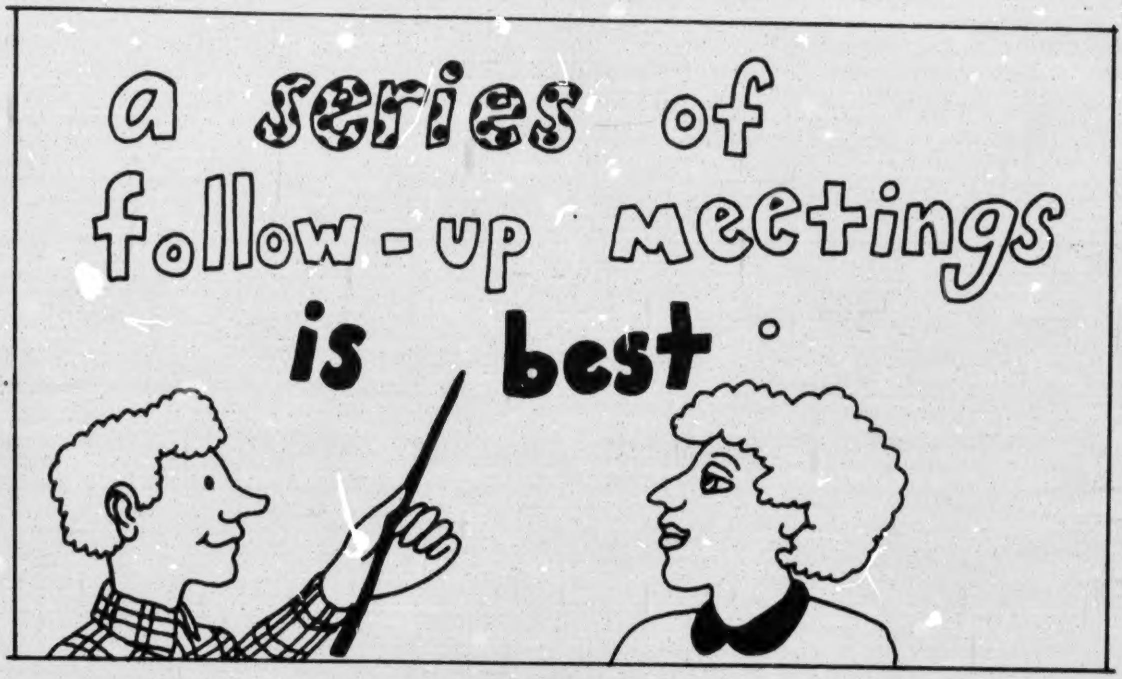
a series of
follow-up meetings
is best.

In most cases, even where you have decided that an informal encounter will suffice, a series of such follow-up experiences will be preferable to only one or two meetings.

FLEXIBILITY
Sensitivity

A follow-up procedure of a more structured nature would entail one or more pre-arranged conferences. Of course

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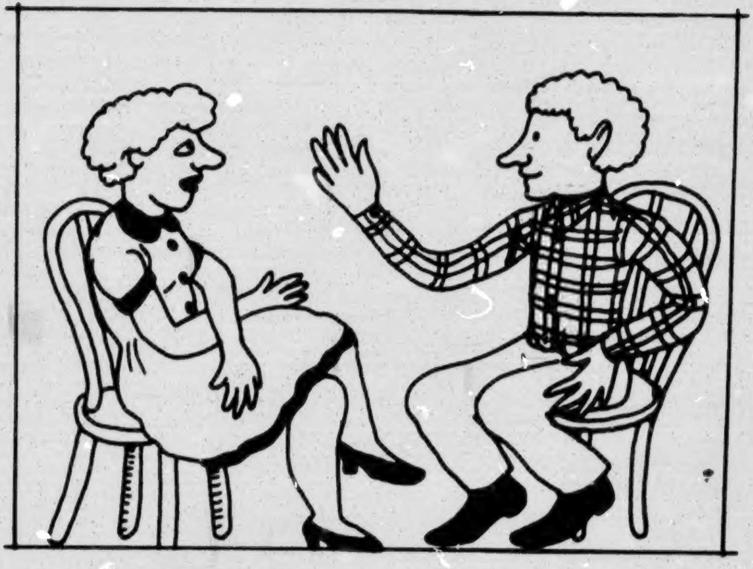
while you should predetermine the information to be retrieved and conveyed during such a conference, you must maintain enough flexibility to be sensitive to unexpected consequences of your intervention.

The number of conferences required . . .



and who will attend each conference will be determined by the demands of the particular problem situation. You may meet one or more times with just Miss Jones . . .

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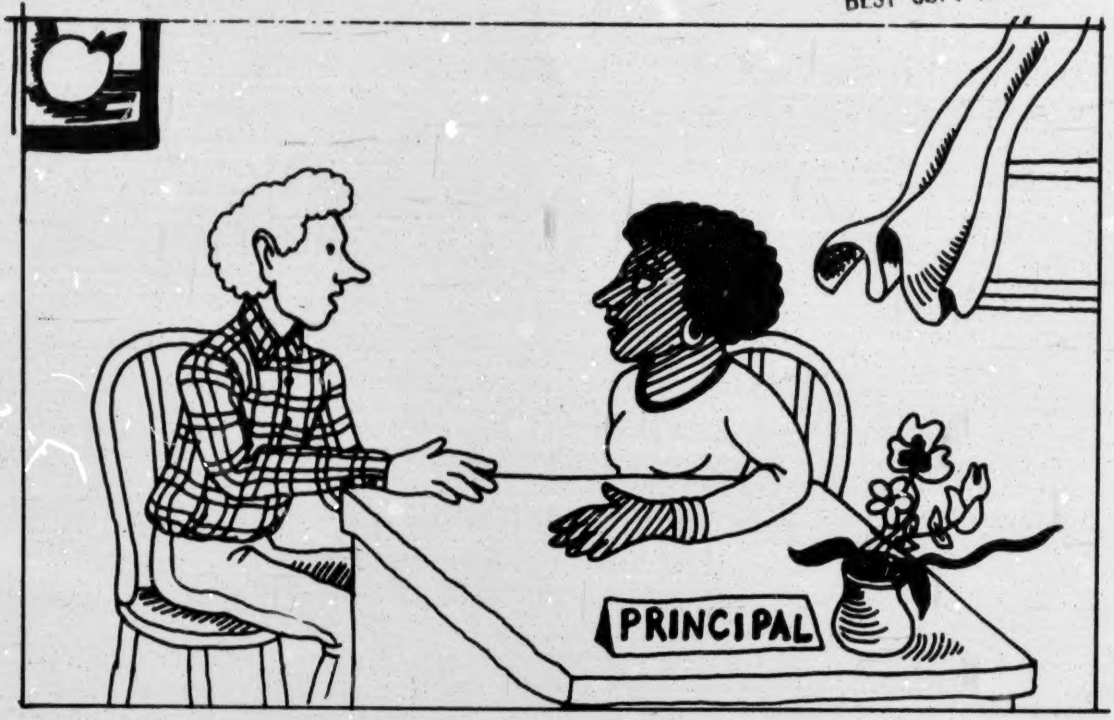
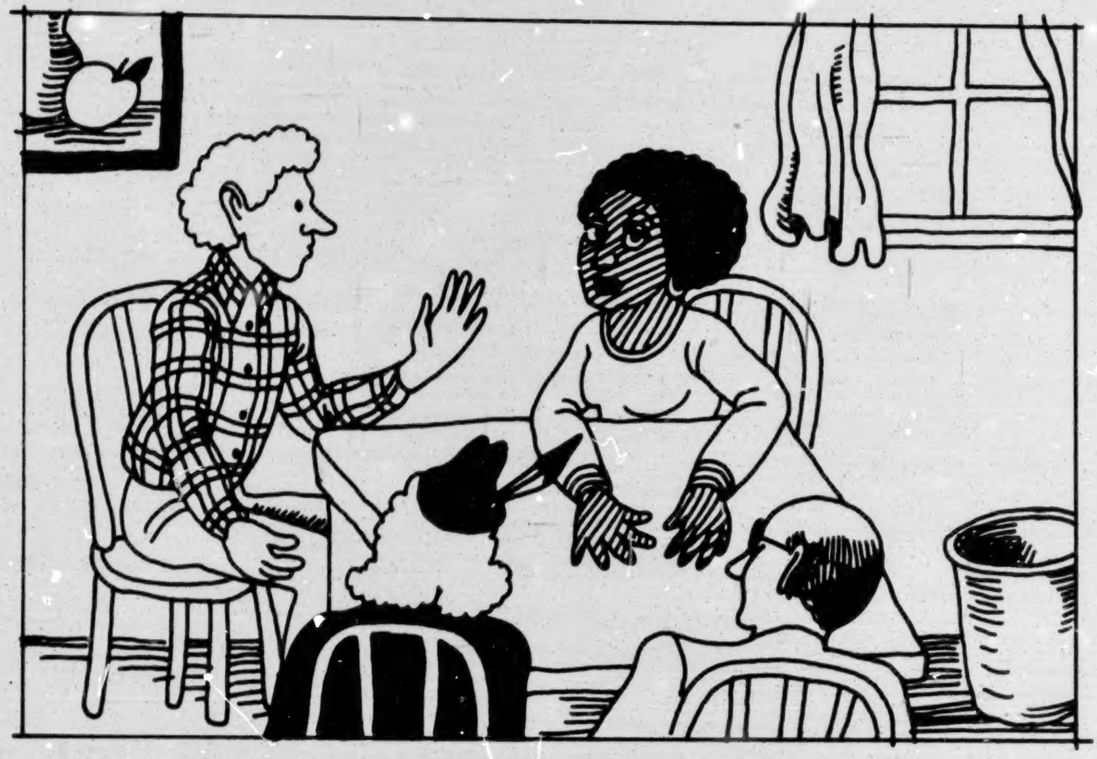


or the principal may meet with you...



possibly including the parents...

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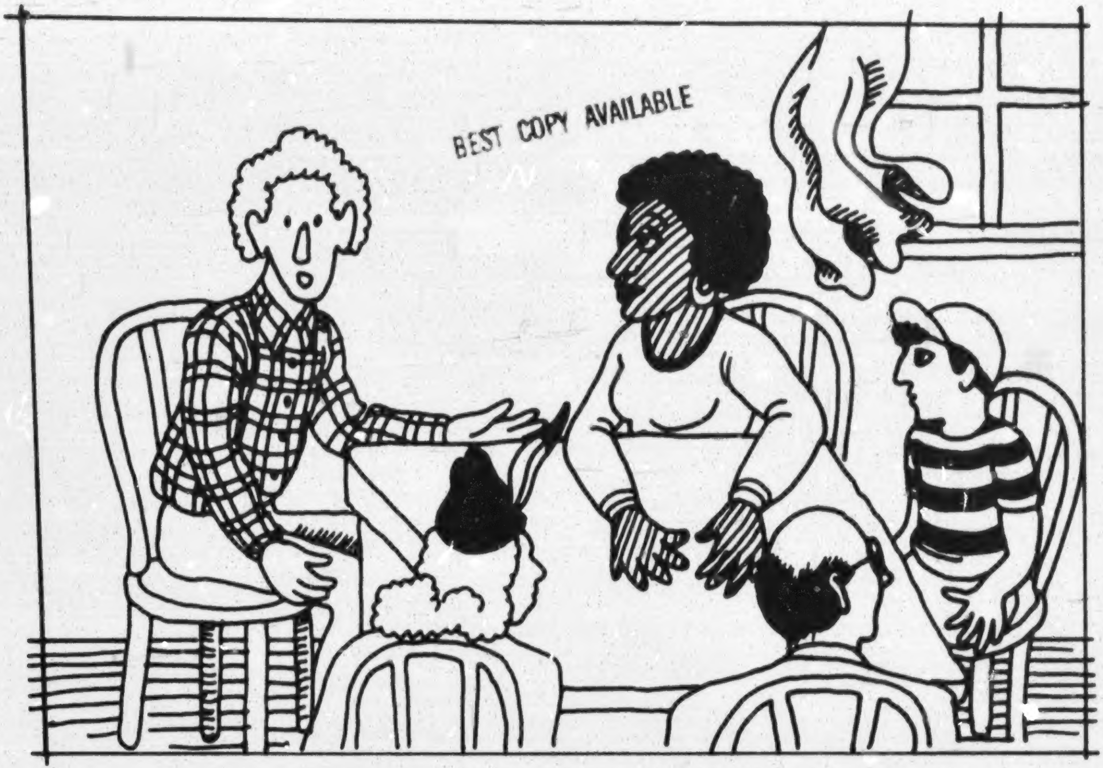

one or more pupils . . .

or whomever may be required to get the information you need for effective follow-up services. Of course, efficiency is the guiding principle in your arrangement of a follow-up conference and should determine your decisions on both how many conferences and who needs to attend.

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Of course, informal follow up procedures and pre-arranged conferences are not mutually exclusive. That is, you will often need to utilize some combination of the two.

SCOREBOARD

Sometimes the nature of the educational problem will demand your constant involvement during the period of problem resolution. Such a situation will allow you to receive first-hand feed back and the follow-up service is, in effect, a built-in parameter of your intervention as a consultant.

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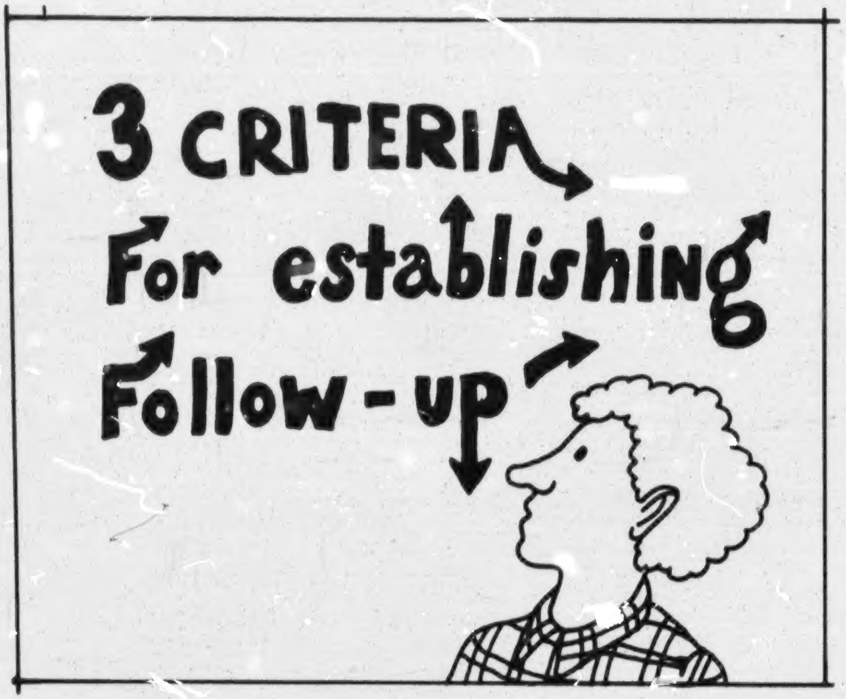
3 CRITERIA
For establishing
Follow-up

Under certain circumstances these relatively informal methods of follow-up may not be sufficient. In general there are at least three criteria that you could apply to the decision for a more systematic follow-up procedure.

First, the importance of the problem . . .

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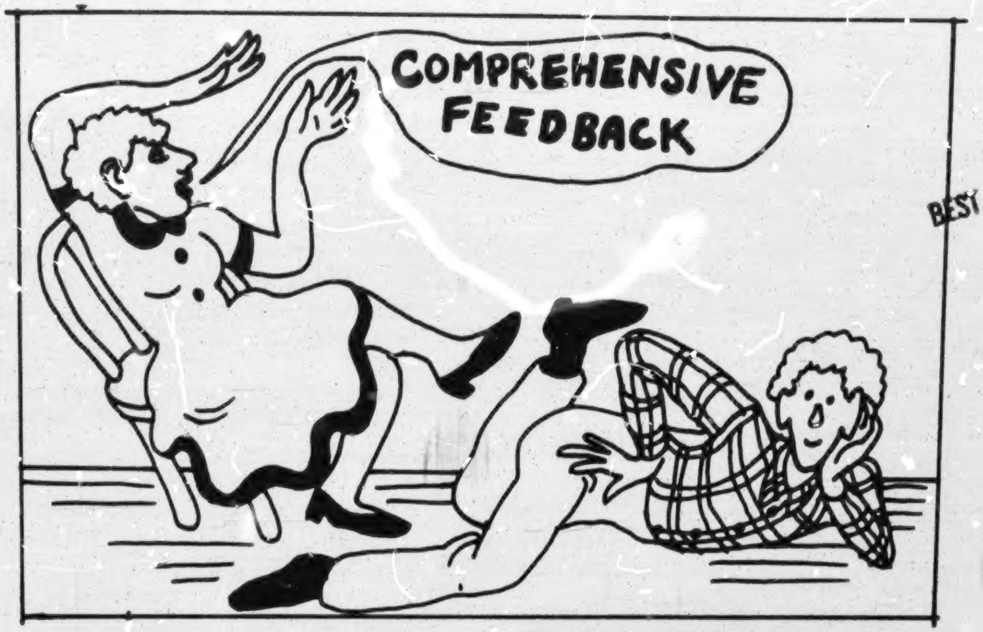
II
TWO
2

Second, the complexity of the problem...

and third, the consequences of the recommended solution.



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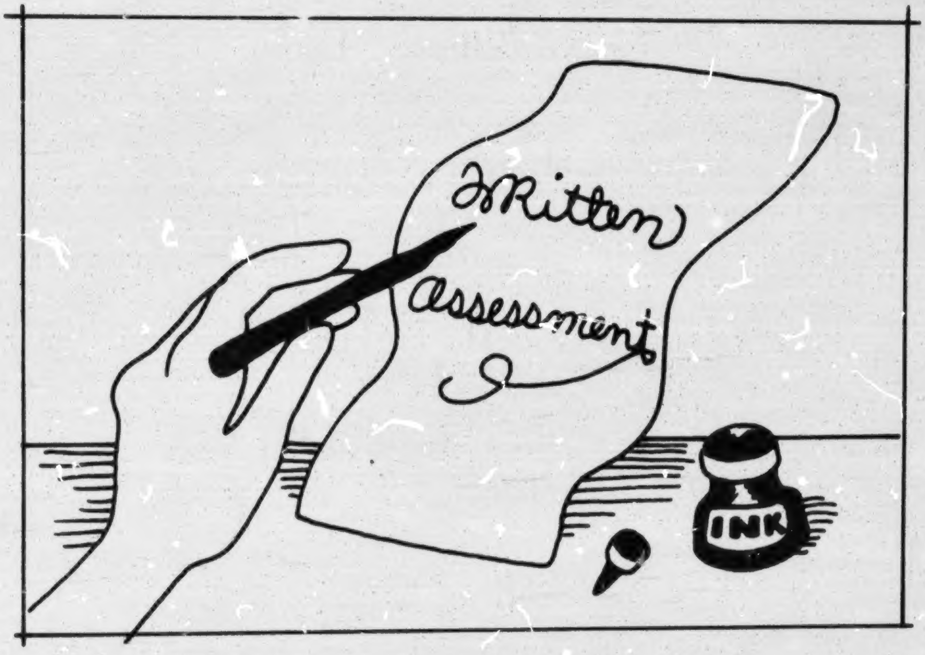
Certainly there will also always be unique or situation-specific factors that you will need to consider in making decisions as to the nature and extent of your follow-up provisions. For example, some teachers will be more comfortable with informal follow up and allowing for this informality will itself contribute to problem solution and more comprehensive feedback.



In most cases, an effort at formalizing the follow-up procedure implies some written assessment.

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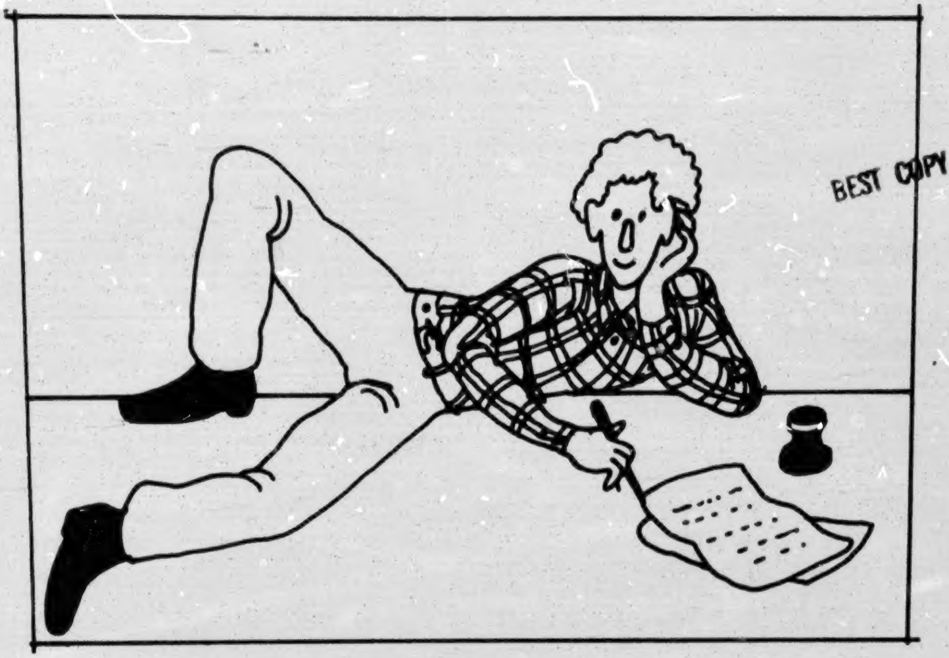
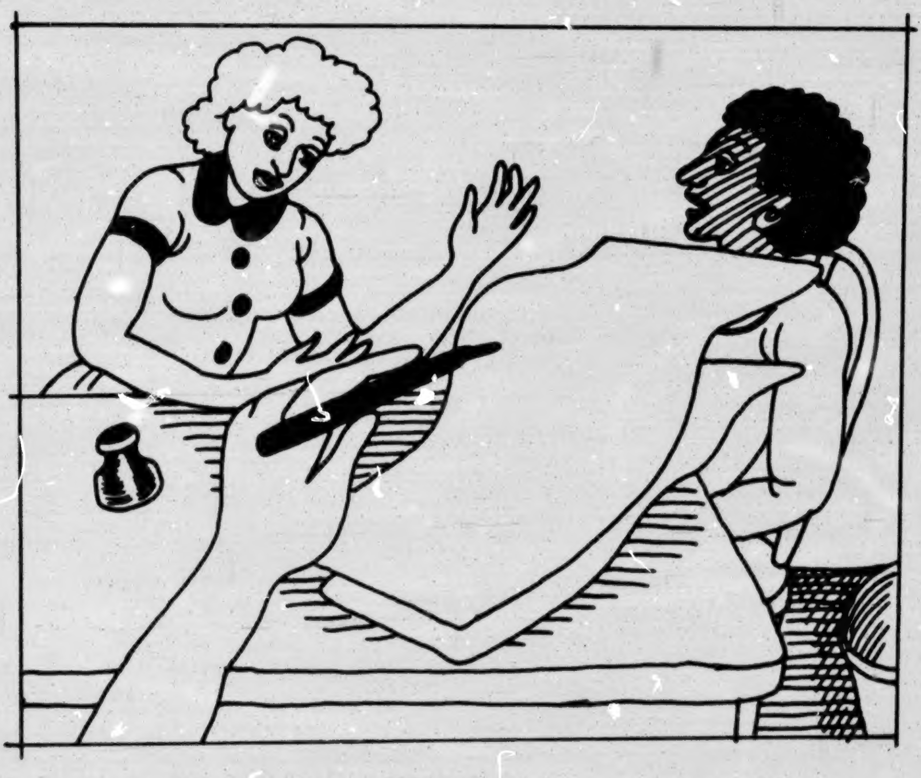
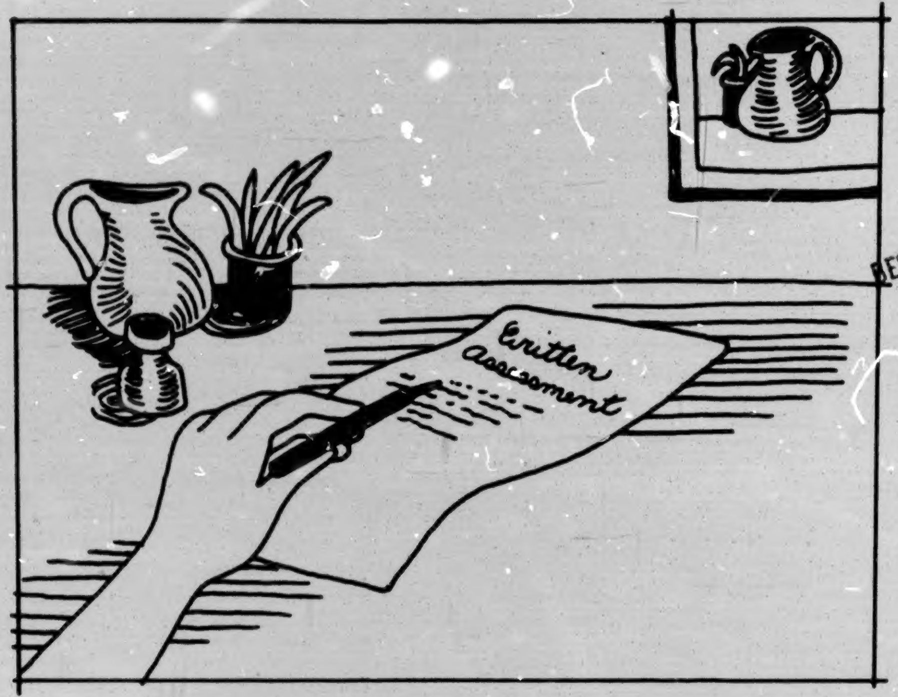


this written follow up may or may not be used in conjunction with the more informal procedures of first hand involvement, conferences, and informal chats.



Analogous to the conference situation, the written follow up may involve one or more participants depending upon the exigencies of the particular educational problem.


Written
Assessment

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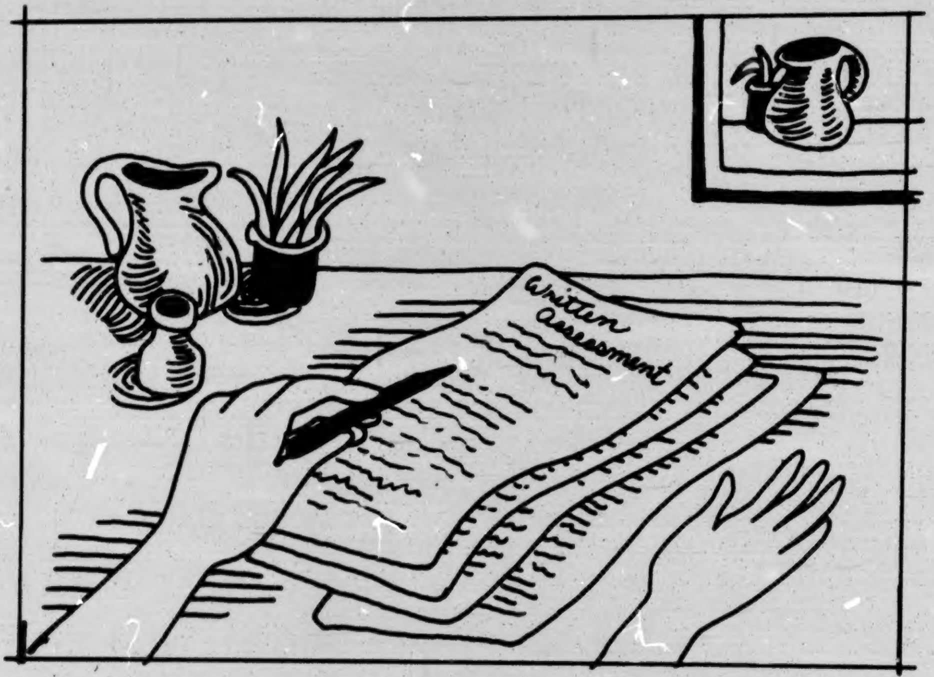
Finally, the nature of the written communication may vary from a brief narrative reporting the outcome of your intervention . . .


Written
Assessment

to an elaborate questionnaire prepared specifically for the particular problem situation with which you are involved.

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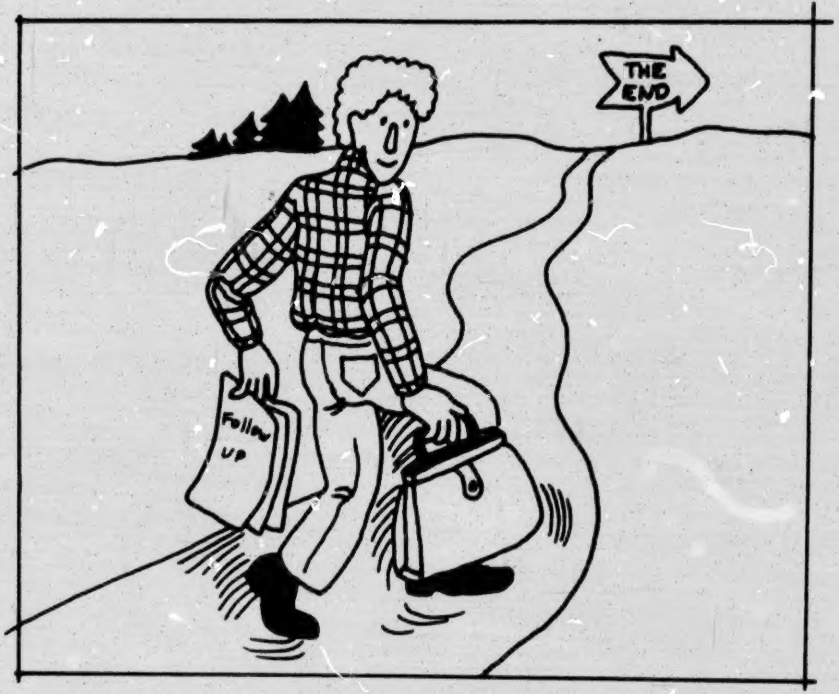

In conclusion, as a curriculum consultant you will always need to include some follow up services to your consultations. The decision you will need to make pertains to the nature and extent of this provision.

APPENDIX B

Directions to Panel and Sample Response Forms for Module Jurying Procedure

University of Missouri - Columbia

COLLEGE OF EDUCATION

DEPARTMENT OF SPECIAL EDUCATION
515 South Sixth Street
Columbia, Missouri - 65201

March 29, 1974

Dear Juror:

Because our Board of Jurors of which you have agreed to be a member is comprised of individuals with varying degrees of familiarity with our SECTraC Project and the materials produced, I am preparing these directions in a very general manner. For some jurors there will be a superfluity of information; hopefully, however, I will provide enough background for all to perform the task without major discomfort.

The SECTraC Project was originally funded to design a prototype training model for the preparation of curriculum consultants for Special Education. Since its inception in 1970, we have completed the training model, designed the training packages, and implemented the training program here at the University of Missouri-Columbia. This academic year, the SECTraC staff is engaged in the development and implementation of a dissemination model which is primarily aimed at getting our training packages into the hands of perspective consumers. For the most part we anticipate these consumers being college and university faculty involved in programs training curriculum consultants and related educational personnel. It has become increasingly apparent that many of our training packages have value for training a very broad range of educational personnel in both general and special education. Also the nature of the training packages appear to make them suitable for use in training sites other than academia.

We are about to have ready for dissemination a total of 13 training packages. These 13 training packages (modules) are titled as follows:

1. Evaluating / Curriculum

2. Evaluating / Instruction
3. Evaluating / Materials and Media
4. Advising / Communication Processes
5. Evaluating / Support Systems
6. Developing / Curriculum
7. Developing / Instruction
8. Developing / Materials and Media
9. Developing / Communication Processes
10. Developing / Support Systems
11. Training / Instruction
12. Training / Materials and Media
13. Advising / Curriculum

Each of these training packages is comprised of from two to six Trainee Manuals which include narrative to the student/trainee (typical of lecture material in more traditional models of instruction) and directions to the trainee relative to the activities he must undertake to gain and demonstrate competency in the particular skills or knowledge under study. Accompanying each Trainee's Manual, there is an Instructor's Manual which duplicates the content of the Trainee's Manual, but in addition reports the evaluation criteria by which trainee performance is assessed. Further, each of the thirteen module packages includes a Specifications Manual which summarizes in terms of competencies, competency components, and behavioral objectives, the entire content of the modules. Finally, each module also includes Resource Files. For purposes of dissemination, these Resource Files have been reproduced to the degree possible in hard-copy and bound into still additional Manuals.

The result is that our thirteen training packages are comprised of a total of approximately 115 Manuals averaging approximately 50 pages each. Thus when we talk about disseminating our training packages, we are referring to almost 6000 pages of print material. Clearly, such a dissemination effort is unwieldy in terms of both logistics and expense of reproduction and mailing.

The major characteristic of the dissemination model we have generated is a gradual increase in specificity that we impose upon those requesting our materials. That is, it is rare that any training site or interested (or curious) consumer would really have value for all the SECTraC materials. Thus, by initially disseminating descriptive materials (both print and media) and finally something approximating a Table of Contents to the training materials, we only need to disseminate those selected Manuals that are most likely to be of interest and/or value to the consumer. This reduces the demands upon our time and costs for handling and postage. We still face the time and expense problems of continually reproducing the materials (currently the materials are available in ditto). It is in our effort to solve this problem that your involvement is most crucial.

To avoid the expense, staff and time demands in continually reproducing these training manuals, we will prepare multiple copies of each manual in photo-ready form. Once we have determined the specific manuals or sections of manuals which are being requested, we will send this photo-ready copy and the consumer will then reproduce and bind the materials at his own expense. The photo-ready form will be amenable to a variety of reproduction methods and the consumer can run-off as many copies as desired. The original photo-ready copy will then be returned to us for dissemination to another consumer.

We are now faced with the question of how many photo-ready copies of each manual we will need to have available. Inasmuch as requests for the materials are based on the skills and knowledge implied by the competency statements included in each module, this appears to be the appropriate vehicle for gauging the demand we can anticipate for materials.

The accompanying packet lists all the competency components included in the thirteen training packages. You are being asked to consider each of these statements and to make two judgments about each. First, what demand might we anticipate from the field for the training materials underlying this competency component in the training of curriculum consultants. Second, what demand might we anticipate from the field for the training materials underlying this competency component in training the broad range of education personnel in both regular and special education.

Please make this judgment on a scale of from one to ten. A rating of "one" would represent no demand for the materials associated with the competency component. "Ten" would represent extreme demand for the materials. The number of photo-ready copies of each manual will be determined by a score derived from your ratings. In general, the higher the cumulative score of jurors for any given competency component, the greater the number of photo-ready copies we will have available.

The yellow form attached is to be used for recording your rating relative to demand for training curriculum consultants. The pink sheet is to be used for recording your response relative to the training of all other educational personnel (including classroom teachers, administrators, supervisory personnel, ancillary personnel, teacher-aides, etc.)

You will note that the response forms are coded to the competency components included in the attached packet of materials. For example, the space preceded by 4.3.2 is for recording your rating relative to competency component 4.3.2 in the packet. This particular competency component reads: To assist the trainee in applying systems analysis to curriculum related problems.

We sincerely appreciate your participation in this procedure. If I can provide additional information or be of assistance in any other way, please do not hesitate to contact me.

Sincerely yours,

Reuben Altman

Reuben Altman
Director
Special Education Curriculum
Training Center

Cheri Howard

Cheri Howard
Associate Director
Special Education Curriculum
Training Center

RA/CH:smw

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